



School Specialty
Literacy and Intervention

MCI

Correlated to Common Core State Standards



Common Core State Standards

Correlated to the Common Core State Standards for English Language Arts, Grades 6-8

The following pages contain references from components in the *MCI* program that align to the Common Core State Standards (CCSS) for English Language Arts in grades 6-8. *MCI* provides targeted literacy intervention for struggling readers in middle school and beyond. Through carefully scaffolded lessons, students will learn to apply strategies to master comprehension skills, build vocabulary and fluency, and develop important writing skills.

The following references are examples from the Teacher's Edition and student components in the *MCI* program that align to all strands of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. This correlation is intended to illustrate the program's approach to these standards.

For the purposes of this correlation, the following abbreviations apply:

CCSS = Common Core State Standards; TE = Teacher's Edition. Includes where to use A (Audio Recordings), V (Video Introduction), WS (Word Study), and W (Writing) components); SB = Student Book; N/A = Not Applicable.

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MCI: Correlated to CCSS for English Language Arts in Grade 6

CCSS = Common Core State Standards; TE = Teacher’s Edition. Includes where to use A (Audio Recordings), V (Video Introduction), WS (Word Study), and W (Writing) components); SB = Student Book; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	MCI – AQUA LEVEL
Key Ideas and Details		
RL.6.1	Cite textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text.	TE: Opportunities in some lessons. See Overview, p. xx. During Reading: p. 9, p. 27, p. 31, p. 59, p. 71, p. 97, p. 103. TE: Unit 1, Main Idea and Details, p. 1 TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p.112,Text Connections. TE: p. xxii. Library
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	TE: Opportunities in some lessons. See Overview, p. xxi. After Reading. See p. 9, p. 27, p. 31, p. 59, p. 71, p. 97, p. 103. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p.112,Text Connections.
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves to resolution.	TE: Opportunities in some lessons. p. 9, p. 27, p. 31, p. 59, p. 71, p. 97, p. 103. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Craft and Structure		
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative	TE: Opportunities n some lessons. See Overview, p. xx. During Reading. See p. 9, p.

CCSS REFERENCE	READING: LITERATURE	MCI – AQUA LEVEL
	and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	27, p. 31, p. 59, p. 71, p. 97, p. 103. TE: Unit 5, Figurative Language, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	TE: Opportunities n some lessons. See Overview, p. xx. During Reading. See p. 9, p. 27, p. 31, p. 59, p. 71, p. 97, p. 103. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	TE: Opportunities n some lessons. See Overview, p. xx. During Reading. See p. 9, p. 27, p. 31, p. 59, p. 71, p. 97, p. 103. TE: Unit 6, Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
Integration of Knowledge and Ideas		
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	TE: Opportunities in some lessons. See p. 9, p. 27, p. 31, p. 59, p. 71, p. 97, p. 103. (Audio Recording) TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	READING: LITERATURE	MCI – AQUA LEVEL
RL.6.8	Not applicable to literature	N/A
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	All units have a mix of fiction and nonfiction. Examples include SB Unit 1: 2 Nonfiction texts (“The Disappearing Planet” pp. 6 – 8; “Apollo 13: Disaster in Space” pp. 16 – 19) and 1 science fiction text (“Creature from Outer Space” pp. 10 – 13) related to space exploration. SB Unit 2: 2 nonfiction texts (“Balancing Acts” pp. 28 – 31; “Putting the Move in Movies” pp. 34 – 37) and 1fiction text (“Rocco Meets the Crashing Sounds” pp. 24 – 26) related to careers.
Range of Reading and Level of Text Complexity		
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently,with scaffolding as needed at the high end of the range.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI –AQUA LEVEL
Key ideas and Details		
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 37, p 49, p. 53, p. 75, p. 81.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI –AQUA LEVEL
		TE: Unit 1, Main Idea and Details, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	TE: Opportunities in some lessons. See Overview, p. xxi. After Reading. See p. 5, p. 15, p. 37, p 49, p. 53, p. 75, p. 81. TE: Unit 1, Main Idea and Details, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 37, p 49, p. 53, p. 75, p. 81. TE: Unit 6, Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112. Text Connections. TE: p. xxii. Library
Craft and Structure		
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	TE: Opportunities n some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 37, p 49, p. 53, p. 75, p. 81.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI –AQUA LEVEL
		TE: Unit 5, Figurative Language, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas	TE: Opportunities n some lessons. See Overview, p. xix, p. xx. Before Reading, During Reading. See p. 5, p. 15, p. 37, p 49, p. 53, p. 75, p. 81. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	TE: Opportunities n some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 37, p 49, p. 53, p. 75, p. 81. TE: Unit 6, Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
Integration of Knowledge and Ideas		
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent	TE: Opportunities n some lessons. . See p. 5, p. 15, p. 37, p 49, p. 53, p. 75, p. 81. (Audio Recording)

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI –AQUA LEVEL
	understanding of a topic or issue.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	TE: Opportunities n some lessons p. 5, p. 15, p. 37, p 49, p. 53, p. 75, p. 81. TE: Unit 6, Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	N/A
Range of Reading and Level of Text Complexity		
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

CCSS REFERENCE	WRITING	MCI –AQUA LEVEL
Text Types and Purposes		
W.6.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>TE: Opportunities in some lessons. . See Overview, p. xxi. After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
W.6.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g.,</p>	<p>TE: Opportunities in some lessons. . See Overview, p. xxi. After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>

CCSS REFERENCE	WRITING	MCI –AQUA LEVEL
	<p>headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	
W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that</p>	<p>TE: Opportunities in some lessons. . See Overview, p. xxi. After Reading. TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>

CCSS REFERENCE	WRITING	MCI –AQUA LEVEL
	<p>unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	
Production and Distribution of Writing		
W.6.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>TE: Opportunities in some lessons. See Overview, p. xxi. After Reading. TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
W.6.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3</p>	<p>TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>

CCSS REFERENCE	WRITING	MCI –AQUA LEVEL
	up to and including grade 6 on page 52.)	
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Research to Build and Present Knowledge		
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
W.6.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument</p>	TE: Unit 6, Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

CCSS REFERENCE	WRITING	MCI –AQUA LEVEL
	and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

CCSS REFERENCE	SPEAKING AND LISTENING	MCI – AQUA LEVEL
Comprehension and Collaboration		
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read 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 discussion.	TE: Opportunities in all lessons. See Overview, p. xviii, p. xix,, p. xx, p. xxi. Before Reading, During Reading, After Reading. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

CCSS REFERENCE	SPEAKING AND LISTENING	MCI – AQUA LEVEL
	<p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	TE: Unit 6, Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Presentation of Knowledge and Ideas		
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume,, and clear pronunciation.	TE: Unit 1, Main Idea and Details, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
SL.6.5	Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	SPEAKING AND LISTENING	MCI – AQUA LEVEL
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	TE: Opportunities in all lessons. See Overview, p. xviii, p. xix., p. xx, p. xxi. Before Reading, During Reading, After Reading. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	LANGUAGE	MCI – AQUA LEVEL
Conventions of Standard English		
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, p. xix., p. xx, p. xxi. Before Reading, During Reading, After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

CCSS REFERENCE	LANGUAGE	MCI – AQUA LEVEL
	e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*	
L.6.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>	<p>TE: Opportunities in all lessons. See Overview, , p. xxi. After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Knowledge of Language		
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/ listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, p. xix,, p. xx, p. xxi. Before Reading, During Reading, After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Vocabulary and Acquisition Use		
L.6.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, WS (Word Study) p. xx, During Reading,</p> <p>TE: Opportunities, p. xvii Text Connections.</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p.112,Text Connections.</p>

CCSS REFERENCE	LANGUAGE	MCI – AQUA LEVEL
	<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. 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).</p>	
L.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p>TE: Opportunities in lessons. See Overview, p. xviii, WS (Word Study) p. xx, During Reading, TE: Unit 5, Figurative Language, p. 89.</p> <p>TE: Opportunities, p. xvii Text Connections.</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
L.6.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, p. xix., p. xx, p. xxi. Before Reading, During Reading, After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections.</p>

CCSS REFERENCE	LANGUAGE	MCI – AQUA LEVEL
	comprehension or expression.	SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	MCI – AQUA LEVEL
	Range of Text Types for 6-12	
Literature: Stories	Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 9, p. 27, p. 31, p. 59, p. 71, p. 97, p. 103. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p.112, Text Connections. TE: p. xxii. Library
Literature: Drama	Includes one-act and multi-act plays, both in written form and on film	N/A
Literature: Poetry	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 93. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p.112, Text Connections. TE: p. xxii. Library
Informational Text: Literary Nonfiction	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism,	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 37, p 49, p. 53, p. 75, p. 81. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p.

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	MCI – AQUA LEVEL
	and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience	94, p. 112, Text Connections. TE: p. xxii. Library

CCSS REFERENCE	READING: LITERACY IN HISTORY/ SOCIAL STUDIES	MCI – AQUA LEVEL
Key Ideas and Details		
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	TE: Opportunities in lessons. See Overview, p. xxi. After Reading. TE: Unit 1, Main Ideas and Details, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	N/A
Craft and Structure		
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 75, p.

CCSS REFERENCE	READING: LITERACY IN HISTORY/ SOCIAL STUDIES	MCI – AQUA LEVEL
	specific to domains related to history/social studies.	81. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	TE: Opportunities in some lessons. See Overview, p. xix. Before Reading. See p. 75, p. 81. TE: Unit 2, Compare and Contrast, p. 23. TE: Unit 3, Cause and Effect, p. 45.
RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	TE: Unit 6 Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
Integration of Knowledge and Ideas		
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TE: Opportunities in some lessons. See Overview, p. xix. Before Reading. See p. 75, p. 81. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.	TE: Unit 6 Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library

CCSS REFERENCE	READING: LITERACY IN HISTORY/ SOCIAL STUDIES	MCI – AQUA LEVEL
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Range of Reading and Level of Text Complexity		
RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

CCSS REFERENCE	READING: LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	MCI – AQUA LEVEL
Key Ideas and Details		
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.	TE: Opportunities in some lessons. p. 5, 15, p. 53. TE: Unit 1, Main Idea and Supporting Details, p. 1. Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	TE: Opportunities in some lessons. See Overview, p. xxi. After Reading. See p. 5, p. 15, p. 53. TE: Unit 4, Drawing Conclusions/Predicting Outcomes, p. 67. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p.

CCSS REFERENCE	READING: LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	MCI – AQUA LEVEL
		94, p. 112,Text Connections. TE: p. xxii. Library
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	N/A
Craft and Structure		
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 53. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	TE: Opportunities in some lessons. See Overview, p. xix. Before Reading. See p. 5, p. 15, p. 53. TE: Unit 1, Main Idea and Supporting Details, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RST.6-8.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	TE: Opportunities in Unit 6, Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p.

CCSS REFERENCE	READING: LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	MCI – AQUA LEVEL
		94, p. 112,Text Connections. TE: p. xxii. Library
Integration of Knowledge and Ideas		
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	TE: Opportunities in some lessons. See Overview, p. xix, p. xx. Before Reading, During Reading. See p. 5, p. 15, p. 53. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	TE: Opportunities in Unit 6, Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	TE: Opportunities in Unit 2, Compare and Contrast, p. 23. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
Range of Reading and Level of Text Complexity		
RST.6-8.10	By the end of grade 8, read and comprehend	TE: Opportunities, p. xvii Text Connections.

CCSS REFERENCE	READING: LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	MCI – AQUA LEVEL
	science/technical texts in the grades 6–8 text complexity band independently and proficiently.	SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	WRITING: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	MCI – AQUA LEVEL
Text Types and Purposes		
WHST.6-8.1	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific	TE: Opportunities, p. xvii Text Connections. W (Writing).

CCSS REFERENCE	WRITING: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	MCI – AQUA LEVEL
	<p>procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
WHST.6-8.3	<p>(See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate</p>	<p>TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>

CCSS REFERENCE	WRITING: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	MCI – AQUA LEVEL
	narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	
Production and Distribution of Writing		
WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	TE: Opportunities in some lessons. . See Overview, p. xxi. After Reading. TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Research to Build and Present Knowledge		
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p.

CCSS REFERENCE	WRITING: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	MCI – AQUA LEVEL
	additional related, focused questions that allow for multiple avenues of exploration.	94, p. 112,Text Connections
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Range of Writing		
WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

MCI: Correlated to CCSS for English Language Arts in Grade 7

CCSS = Common Core State Standards; TE = Teacher’s Edition. Includes where to use A (Audio Recordings), V (Video Introduction), WS (Word Study), and W (Writing) components); SB = Student Book; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	MCI – GOLD LEVEL
	Key Ideas and Details	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 9, p. 31, p. 59, p. 71, p. 75. p. 97, p. 103, p. 115. TE: Unit 1, Main Idea and Details, p. 1. TE: Unit 4, Making Inferences, p. 67. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	TE: Opportunities n some lessons. See Overview, p. xxi. After Reading. See p. 9, p. 31, p. 59, p. 71, p. 75. p. 97, p. 103, p. 115. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	TE: Opportunities n some lessons. See Overview, p. xxi. After Reading. See p. 9, p. 31, p. 59, p. 71, p. 75. p. 97, p. 103, p. 115. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	READING: LITERATURE	MCI – GOLD LEVEL
Craft and Structure		
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	TE: Opportunities n some lessons. Overview, p. xx. During Reading. See p. 9, p. 31, p. 59, p. 71, p. 75. p. 93, p. 97, p. 103, p. 115. TE: Unit 5, Figurative Language, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RL.7.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	TE: Opportunities in some lessons, See p. 93. TE: Unit 5, Figurative Language, p.89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	TE: Unit 6, Recognizing Viewpoint: Persuasion, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
Integration of Knowledge and Ideas		
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	TE: Opportunities n some lessons. See p. 9, p. 31, p. 59, p. 71, p. 75. p. 93, p. 97, p. 103, p. 115.(Audio Recording) TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

CCSS REFERENCE	READING: LITERATURE	MCI – GOLD LEVEL
RL.7.8	(Not applicable to literature)	N/A
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	N/A
Range of Reading and Level of Text Complexity		
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI – GOLD LEVEL
Key Ideas and Details		
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 27, p. 37, p. 49, p. 53, p. 81, p. 119. TE: Unit 1, Main Idea and Details, p. 1. TE: Unit 4, Making Inferences, p. 67. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of	TE: Opportunities in some lessons. See Overview, p. xxi. After Reading. See p. 5, p. 15, p.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI – GOLD LEVEL
	the text; provide an objective summary of the text.	27, p. 37, p. 49, p. 53, p. 81, p. 119. TE: Unit 1, Main Idea and Details, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 27, p. 37, p. 49, p. 53, p. 81, p. 119. TE: Unit 6, Recognizing Viewpoint: Persuasion, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
Craft and Structure		
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 27, p. 37, p. 49, p. 53, p. 81, p. 119. TE: Unit 5, Figurative Language, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development	TE: Opportunities in some lessons. See Overview, p. xix, p. xx. Before Reading, During Reading. See p. 5, p. 15, p. 27, p. 37, p. 49, p. 53,

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI – GOLD LEVEL
	of the ideas	p. 81, p. 119. TE: Unit 1, Main Idea and Details, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	TE: Opportunities n some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 27, p. 37, p. 49, p. 53, p. 81, p. 119. TE: Unit 6, Recognizing Viewpoint: Persuasion, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
Integration of Knowledge and Ideas		
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	TE: Opportunities n some lessons. . See. p. 5, p. 15, p. 27, p. 37, p. 49, p. 53, p. 81, p. 119. (Audio Recording) TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and	TE: Opportunities n some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 27, p. 37, p. 49, p. 53, p. 81, p. 119.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI – GOLD LEVEL
	sufficient to support the claims.	TE: Unit 6, Recognizing Viewpoint: Persuasion, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RI.7.9	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.	N/A
Range of Reading and Level of Text Complexity		
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	WRITING	MCI – GOLD LEVEL
Text Types and Purposes		
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding	TE: Opportunities in some lessons. See Overview, p. xxi. After Reading. TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

CCSS REFERENCE	WRITING	MCI – GOLD LEVEL
	<p>of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
W.7.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>TE: Opportunities in some lessons. See Overview, p. xxi. After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>

CCSS REFERENCE	WRITING	MCI – GOLD LEVEL
	<p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
W.7.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>TE: Opportunities in some lessons. See Overview, p. xxi. After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
Production and Distribution of Writing		
W.7.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>TE: Opportunities in some lessons. See Overview, p. xxi. After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W</p>

CCSS REFERENCE	WRITING	MCI – GOLD LEVEL
	(Grade-specific expectations for writing types are defined in standards 1–3 above.)	(Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audiences have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
W.7.6	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.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Research to Build and Present Knowledge		
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

CCSS REFERENCE	WRITING	MCI – GOLD LEVEL
	of others while avoiding plagiarism and following a standard format for citation.	
W.7.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>TE: Unit 6, Recognizing Viewpoint: Persuasion, p. 111.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
Range of Writing		
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>

CCSS REFERENCE	SPEAKING AND LISTENING	MCI – GOLD LEVEL
Comprehension and Collaboration		
SL.7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, p. xix,, p. xx, p. xxi. Before Reading, During Reading, After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections.</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
SL.7.2	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>TE: Unit 1, Main Idea and Details, p. 1.</p> <p>TE: Opportunities, p. xvii Text Connections.</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
SL.7.3	<p>Delineate a speaker's argument and specific</p>	<p>TE: Unit 6,Recognizing Viewpoint: Persuasion, p.</p>

CCSS REFERENCE	SPEAKING AND LISTENING	MCI – GOLD LEVEL
	claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Presentation of Knowledge and Ideas		
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	TE: Unit 1, Main Idea and Details, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	TE: Opportunities in all lessons. See Overview, p. xviii, p. xix,, p. xx, p. xxi. Before Reading, During Reading, After Reading. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text

CCSS REFERENCE	LANGUAGE	MCI – GOLD LEVEL
Conventions of Standard English		
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses	TE: Opportunities in all lessons. See Overview, p. xviii, p. xix,, p. xx, p. xxi. Before Reading, During Reading, After Reading. TE: Opportunities, p. xvii Text Connections. W

CCSS REFERENCE	LANGUAGE	MCI – GOLD LEVEL
	<p>in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p>(Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
L.7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>	<p>TE: Opportunities in all lessons. See Overview. p. xxi. After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Knowledge of Language		
L.7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, p. xix,, p. xx, p. xxi. Before Reading, During Reading, After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Vocabulary and Acquisition Use		
L.7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, WS (Word Study) p. xx, During Reading, TE: Opportunities, p. xvii Text Connections.</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94,</p>

CCSS REFERENCE	LANGUAGE	MCI – GOLD LEVEL
	<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. 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).</p>	<p>p. 112,Text Connections.</p>
<p>L.7.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>,</p>	<p>TE: Opportunities in lessons. See Overview, p. xviii, WS (Word Study) p. xx, During Reading, TE: Unit 5, Figurative Language, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>

CCSS REFERENCE	LANGUAGE	MCI – GOLD LEVEL
	<i>respectful, polite, diplomatic, condescending).</i>	
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	TE: Opportunities in all lessons. See Overview, p. xviii, p. xix,, p. xx, p. xxi. Before Reading, During Reading, After Reading. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	MCI – GOLD LEVEL
	Range of Text Types for 6-12	
Literature: Stories	Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 9, p. 31, p. 59, p. 71, p. 75. p. 97, p. 103, p. 115. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p.112,Text Connections. TE: p. xxii. Library
Literature: Drama	Includes one-act and multi-act plays, both in written form and on film	N/A
Literature: Poetry	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets,	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 93.

	odes, ballads, and epics	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p.112,Text Connections. TE: p. xxii. Library
Informational Text: Literary Nonfiction	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 27, p. 37, p. 49, p. 53, p. 81, p. 119. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library

CCSS REFERENCE	READING: LITERACY IN HISTORY/SOCIAL STUDIES	MCI – GOLD LEVEL
	Key Ideas and Details	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	TE: Opportunities in lessons. See Overview, p. xxi. After Reading. TE: Unit 1, Main Ideas and Details, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RH.6-8.3	Identify key steps in a text’s description of a	N/A

CCSS REFERENCE	READING: LITERACY IN HISTORY/SOCIAL STUDIES	MCI – GOLD LEVEL
	process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
Craft and Structure		
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 75, p. 81. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	TE: Opportunities in some lessons. See Overview, p. xix. Before Reading. See p. 75, p. 81. TE: Unit 2, Compare and Contrast, p. 23. TE: Unit 3, Cause and Effect, p. 45.
RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	TE: Unit 6 Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
Integration of Knowledge and Ideas		
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TE: Opportunities in some lessons. See Overview, p. xix. Before Reading. See p. 75, p. 81. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	READING: LITERACY IN HISTORY/SOCIAL STUDIES	MCI – GOLD LEVEL
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.	TE: Unit 6 Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Range of Reading and Level of Text Complexity		
RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

CCSS REFERENCE	READING: LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	MCI – GOLD LEVEL
Key Ideas and Details		
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.	TE: Opportunities in some lessons. p. 5, 15, p. 53. TE: Unit 1, Main Idea and Supporting Details, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library

CCSS REFERENCE	READING: LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	MCI – GOLD LEVEL
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	TE: Opportunities in some lessons. See Overview, p. xxi. After Reading. See p. 5, p. 15, p. 53. TE: Unit 4, Drawing Conclusions/Predicting Outcomes, p. 67. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	N/A
Craft and Structure		
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 53. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	TE: Opportunities in some lessons. See Overview, p. xix. Before Reading. See p. 5, p. 15, p. 53. TE: Unit 1, Main Idea and Supporting Details, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	READING: LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	MCI – GOLD LEVEL
		TE: p. xxii. Library
RST.6-8.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	TE: Opportunities in Unit 6, Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
Integration of Knowledge and Ideas		
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	TE: Opportunities in some lessons. See Overview, p. xix, p. xx. Before Reading, During Reading. See p. 5, p. 15, p. 53. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	TE: Opportunities in Unit 6, Recognizing Viewpoint: Bias, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	TE: Opportunities in Unit 2, Compare and Contrast, p. 23. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library

CCSS REFERENCE	READING: LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	MCI – GOLD LEVEL
Range of Reading and Level of Text Complexity		
RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	WRITING: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	MCI – GOLD LEVEL
Text Types and Purposes		
WHST.6-8.1	Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

CCSS REFERENCE	WRITING: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	MCI – GOLD LEVEL
	presented.	
WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
WHST.6-8.3	(See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate	<p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>

CCSS REFERENCE	WRITING: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	MCI – GOLD LEVEL
	<p>narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	
Production and Distribution of Writing		
WHST.6-8.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>TE: Opportunities in some lessons. . See Overview, p. xxi. After Reading. TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
WHST.6-8.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
WHST.6-8.6	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>

CCSS REFERENCE	WRITING: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	MCI – GOLD LEVEL
Research to Build and Present Knowledge		
WHST.6-8.7	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 exploration.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Range of Writing		
WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

MCI: Correlated to CCSS for English Language Arts in Grade 8

CCSS = Common Core State Standards; TE = Teacher’s Edition. Includes where to use A (Audio Recordings), V (Video Introduction), WS (Word Study), and W (Writing) components); SB = Student Book; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	MCI – CRIMSON LEVEL
	Key Ideas and Details	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 5, p. 31, p. 49, p. 53, p. 71, p. 93, p. 97, p. 103, p. 125. TE: Unit 3, Making Inferences, p. 45. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	TE: Opportunities in some lessons. See Overview, p. xxi. After Reading. See p. 5, p. 31, p. 49, p. 53, p. 71, p. 93, p. 97, p. 103, p. 125. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a	TE: Opportunities in some lessons. See Overview, p. xx, p. xxi. During Reading, After Reading. See p. 5, p. 31, p. 49, p. 53, p. 71, p. 93, p. 97, p. 103,

CCSS REFERENCE	READING: LITERATURE	MCI – CRIMSON LEVEL
	decision.	p. 125. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Craft and Structure		
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	TE: Opportunities in some lessons. Overview, p. xx. During Reading. See p. 5, p. 31, p. 49, p. 53, p. 71, p. 93, p. 97, p. 103, p. 125. TE: Unit 4, Literary Devices, p. 67. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Crimson SB Unit 1, “Athletic Adventures,” has 2 nonfiction texts (Wilma Rudolph and April Holmes bios, “Running with Courage” pp. 10 – 13; article about the rules of the games “Pok-ta-Pok Versus Soccer” pp. 16 - 19) and 1 “school news article” format for a fictional basketball game (“Bears Lose” pp. 6 – 8).
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	TE: Opportunities in Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 89.. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94,
Integration of Knowledge and Ideas		
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to	N/A

CCSS REFERENCE	READING: LITERATURE	MCI – CRIMSON LEVEL
	or departs from the text or script, evaluating the choices made by the director or actors.	
RL.8.8	(Not applicable to literature)	N/A
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
Range of Reading and Level of Complexity		
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI – CRIMSON LEVEL
Key Ideas and Details		
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 9, p. 15, p. 27, p. 37, p. 59, p. 81, p. 115. TE: Unit 3, Making Inferences, p. 45.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective	TE: Opportunities in some lessons. See Overview, p. xxi. After Reading. See p. 9, p. 15, p. 27, p. 37, p. 59, p. 81, p. 115. TE: Unit 6, Synthesizing Information, p. 111.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI – CRIMSON LEVEL
	summary of the text.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 9, p. 15, p. 27, p. 37, p. 59, p. 81, p. 115. TE: Unit 1, Compare and Contrast, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
Craft and Structure		
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 9, p. 15, p. 27, p. 37, p. 59, p. 81, p. 115. TE: Unit 4, Literary Devices, p. 67; TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	TE: Opportunities in some lessons. See Overview, p. xix, p. xx. Before Reading, During Reading. See p. 9, p. 15, p. 27, p. 37, p. 59, p. 81, p. 115. TE: Opportunities in Unit 6, Synthesizing Information, p. 111. TE: Opportunities, p. xvii Text Connections.

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI – CRIMSON LEVEL
		SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	TE: Opportunities in some lessons. Overview, p. xx. During Reading. See p. 9, p. 15, p. 27, p. 37, p. 59, p. 81, p. 115. TE: Opportunities in Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
Integration of Knowledge and Ideas		
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	TE: Opportunities in some lessons. Overview, p. xx. During Reading. See p. 9, p. 15, p. 27, p. 37, p. 59, p. 81, p. 115. TE: Opportunities in Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library

CCSS REFERENCE	READING: INFORMATIONAL TEXT	MCI – CRIMSON LEVEL
RI.8.9	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.	Crimson SB Unit 5 has 3 texts about the Great Chicago Fire of 1871; 2 are in news article formats (“Chicago Post Fire in Chicago pp. 78 - 80; “Chicago Post The Great Fire: Who’s to Blame? pp. 88 – 91), while the third is a journal entry of a boy living through and surviving the fire (“Journal of Thomas Keating, Aged Fourteen” pp. 82 – 85).
Range of Reading and Level of Text Complexity		
RI.8.10	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.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	WRITING	MCI- CRIMSON LEVEL
Text Types and Purposes		
W.8.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	TE: Opportunities in some lessons. .See Overview, p. xxi. After Reading. TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

CCSS REFERENCE	WRITING	MCI- CRIMSON LEVEL
	<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
W.8.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or</p>	<p>TE: Opportunities in some lessons. See Overview, p. xxi. After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>

CCSS REFERENCE	WRITING	MCI- CRIMSON LEVEL
	explanation presented.	
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>TE: Opportunities in some lessons. See Overview, p. xxi. After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
Production and Distribution of Writing		
W.8.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are</p>	<p>TE: Opportunities in some lessons. See Overview, p. xxi. After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p>

CCSS REFERENCE	WRITING	MCI- CRIMSON LEVEL
	defined in standards 1–3 above.)	SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
W.8.6	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.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Research to Build and Present Knowledge		
W.8.7	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 exploration.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

CCSS REFERENCE	WRITING	MCI- CRIMSON LEVEL
	standard format for citation.	
W.8.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. 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”).</p>	<p>TE: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 89.</p> <p>TE: Some opportunities, p. xvii Text Connections.</p> <p>W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
	Range of Writing	
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>

CCSS REFERENCE	SPEAKING AND LISTENING	MCI- CRIMSON LEVEL
Comprehension and Collaboration		
SL.8.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, p. xix,, p. xx, p. xxi. Before Reading, During Reading, After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections.</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>

CCSS REFERENCE	SPEAKING AND LISTENING	MCI- CRIMSON LEVEL
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	TE: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	TE: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Presentation of Knowledge and Ideas		
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	TE: Unit 6, Synthesizing Information, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	TE: Opportunities in all lessons. See Overview, p. xviii, p. xix,, p. xx, p. xxi. Before Reading, During Reading, After Reading. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text

CCSS REFERENCE	LANGUAGE	MCI – CRIMSON LEVEL
Conventions of Standard English		
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, p. xix,, p. xx, p. xxi. Before Reading, During Reading, After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>TE: Opportunities in all lessons. See Overview, , p. xxi. After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Knowledge of Language		
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, p. xix,, p. xx, p. xxi. Before Reading, During Reading, After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p>

CCSS REFERENCE	LANGUAGE	MCI – CRIMSON LEVEL
	actor or the action; expressing uncertainty or describing a state contrary to fact).	SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Vocabulary Acquisition and Use		
L.8.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. 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).</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, WS (Word Study) p. xx, During Reading, TE: Opportunities, p. xvii Text Connections.</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>

CCSS REFERENCE	LANGUAGE	MCI – CRIMSON LEVEL
L.8.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p>TE: Opportunities in lessons. See Overview, p. xviii, WS (Word Study) p. xx, During Reading, TE: Unit 4, Literary Devices, p. 67.</p> <p>TE: Opportunities, p. xvii Text Connections.</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
L.8.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>TE: Opportunities in all lessons. See Overview, p. xviii, p. xix, p. xx, p. xxi. Before Reading, During Reading, After Reading.</p> <p>TE: Opportunities, p. xvii Text Connections.</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	MCI – CRIMSON LEVEL
	Range of Text Types for 6-12	
Literature: Stories	<p>Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels</p>	<p>TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 9, p. 31, p. 59, p. 71, p. 75. p. 97, p. 103, p. 115.</p> <p>TE: Opportunities, p. xvii Text Connections.</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

CCSS REFERENCE	STANDARD 10: RANGE, QUALITY AND COMPLEXITY	MCI – CRIMSON LEVEL
		TE: p. xxii. Library
Literature: Drama	Includes one-act and multi-act plays, both in written form and on film	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. . See p.75. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p.112,Text Connections.
Literature: Poetry	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 58, p. 76,Text Connections. TE: p. xxii. Library
Informational Text: Literary Nonfiction	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 5, p. 15, p. 27, p. 37, p. 49, p. 53, p. 81, p. 119. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library

CCSS REFERENCE	READING: LITERACY IN HISTORY/ SOCIAL STUDIES	MCI – CRIMSON LEVEL
	Key Ideas and Details	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
RH.6-8.2	Determine the central ideas or information of a	TE: Opportunities in lessons. See Overview, p.

CCSS REFERENCE	READING: LITERACY IN HISTORY/ SOCIAL STUDIES	MCI – CRIMSON LEVEL
	primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	xxi. After Reading. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	N/A
Craft and Structure		
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 27, p. 37. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RH.6-8.5	Describe how a text presents information (e.g. sequentially, comparatively, causally).	TE: Opportunities in some lessons. See Overview, p. xix. Before Reading. See p. 27, p. 37. TE: Unit 1, Compare and Contrast, p. 1. TE: Unit 2, Cause and Effect, p. 23.
RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	TE: Unit 5 Recognizing Viewpoint: Author’s Perspective, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library

CCSS REFERENCE	READING: LITERACY IN HISTORY/ SOCIAL STUDIES	MCI – CRIMSON LEVEL
Integration of Knowledge and Ideas		
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TE: Opportunities in some lessons. See Overview, p. xix. Before Reading. See p. 27, p. 37. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.	TE: Unit 5 Recognizing Viewpoint: Author’s Perspective, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TE: p. xxii. Library
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Range of Reading and Level of Text Complexity		
RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

CCSS REFERENCE	READING: LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	MCI – CRIMSON LEVEL
Key Ideas and Details		
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.	TE: Opportunities in some lessons. p. 115, p. 119. TE: Unit 6, Synthesizing Information, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	TE: Opportunities in some lessons. See Overview, p. xxi. After Reading. See p. 115, p. 119. TE: Unit 6, Synthesizing Information, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	N/A
Craft and Structure		
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	TE: Opportunities in some lessons. See Overview, p. xx. During Reading. See p. 115, p. 119. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library

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RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	TE: Opportunities in some lessons. See Overview, p. xix. Before Reading. See p. 115, p. 119. TE: Unit 6, Synthesizing Information, p. 111. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RST.6-8.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	TE: Opportunities in Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
Integration of Knowledge and Ideas		
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	TE: Opportunities in some lessons. See Overview, p. xix, p xx. Before Reading, During Reading. See p. 27. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	TE: Opportunities in Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 89. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library

CCSS REFERENCE	READING: LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	MCI – CRIMSON LEVEL
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	TE: Opportunities in Unit 1, Compare and Contrast, p. 1. TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TE: p. xxii. Library
Range of Reading and Level of Text Complexity		
RST.6-8.10	10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	TE: Opportunities, p. xvii Text Connections. SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

CCSS REFERENCE	WRITING: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	MCI – CRIMSON LEVEL
Text Types and Purposes		
WHST.6-8.1	Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

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	<p>cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the</p>	<p>TE: Opportunities, p. xvii Text Connections. W (Writing).</p> <p>SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>

CCSS REFERENCE	WRITING: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	MCI – CRIMSON LEVEL
	<p>topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
WHST.6-8.3	<p>(See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
Production and Distribution of Writing		
WHST.6-8.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>TE: Opportunities in some lessons. . See Overview, p. xxi. After Reading. TE: Opportunities, p. xvii Text Connections. W (Writing).</p>

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		SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Research to Build and Present Knowledge		
WHST.6-8.7	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 exploration.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
WHST.6-8.9	9. Draw evidence from informational texts to support analysis reflection, and research.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

CCSS REFERENCE	WRITING: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS	MCI – CRIMSON LEVEL
Range of Writing		
WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TE: Opportunities, p. xvii Text Connections. W (Writing). SB: Opportunities, p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections