

**RSU # 38 CURRICULUM GUIDE**  
**English Language Arts READING Units Grades 6-7-8 (7.12.18)**

<b>Graduation Standards</b> <b>Unit: <u>INFORMATIONAL READING</u></b>	<b>Priority Outcome(s)</b>	
6.R.9	Priority	Compare and contrast similar themes and topics addressed by different authors within varying forms and genres of expository text AND explain how the author uses evidence to support the theme or thesis
7.R.9	Priority	Analyze the approaches used by different authors to express similar themes and topics within varying forms and genres of narrative and expository text INCLUDING if texts emphasize different evidence or interpret facts differently, AND fully explain at least one element that supports the theme or topic/concept, AND support analysis with related evidence in the form of quotes or examples from the texts being compared
8.R.9	Priority	Analyze the development of similar themes and topics used by different authors within varying forms and genres of narrative and expository text INCLUDING if texts disagree on fact or interpretation AND fully explain at least one element that supports the theme or topic/concept AND support analysis with related evidence in the form of quotes or examples from the texts being compared AND create a thesis statement about which theme or topic/concept is more effectively developed
MS.R.1	Supporting	Cite evidence from a text and explain how it supports a thesis or theme
MS.R.2	Supporting	Objectively summarize an author's thesis or theme
MS.R.4	Supporting	Determine the meaning of words and phrases as they are used in a text
MS.R.5	Supporting	Analyze the structure and development of a thesis or theme
<b>Unit: <u>NARRATIVE READING</u></b>		
6.R.9	Priority	Compare and contrast similar themes addressed by different authors within varying forms and genres of narrative text AND explain how the author uses the evidence to support the theme

7.R.9	Priority	Analyze the approaches used by different authors to express similar themes within varying forms and genres of narrative text  AND fully explain at least one element that supports the theme AND support analysis with related evidence in the form of quotes or examples from the texts being compared
8.R.9	Priority	Analyze the development of similar themes used by different authors within varying forms and genres of narrative text AND fully explain at least one element that supports the theme AND support analysis with related evidence in the form of quotes or examples from the texts being compared AND create a thesis statement about which theme is more effectively developed
MS.R.1	Supporting	Cite evidence from a text and explain how it supports a thesis or theme
MS.R.2	Supporting	Objectively summarize an author's thesis or theme
MS.R.4	Supporting	Determine the meaning of words and phrases as they are used in a text
MS.R.5	Supporting	Analyze the structure and development of a thesis or theme
6.SL.1	Supporting	Prepare for discussions, having studied or read the required material Follow agreed-upon rules for discussion Set specific goals and deadlines; define individual roles as needed Offer an opinion or state a position, explaining or defending thinking using evidence on the topic, text or issue Ask probing questions and reflect on ideas under discussion Respond to specific questions with elaboration and detail that contribute to the topic, text or issue Reflect on learning from the discussion, reviewing key ideas and understanding of multiple perspectives
7.SL.1	Supporting	Prepare for discussions, having studied or read the required material Follow agreed-upon rules for discussion Track progress toward specific goals and deadlines; define individual roles as needed Offer an opinion or state a position, explaining or defending thinking using evidence on the topic, text or issue Pose questions that elicit elaboration Respond to others' questions and comments with relevant ideas that bring the discussion back on topic

		Acknowledge new information expressed by others and, when warranted, modify own views.
8.SL.1	Supporting	<p>Prepare for discussions, having studied or read the required material</p> <p>Follow agreed-upon rules for discussion</p> <p>Track progress toward specific goals and deadlines; define individual roles as needed</p> <p>Offer an opinion or state a position, explaining or defending thinking using evidence on the topic, text or issue</p> <p>Pose questions that connect the ideas of several speakers</p> <p>Respond to others' questions and comments with relevant evidence, observations, and ideas</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify own views in light of the evidence presented.</p>
<b>Unit: ARGUMENT READING</b>		
6.RI.8	Priority	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
7.RI.8	Priority	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
8.RI.8	Priority	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