**FIRST QUARTER**

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| **Extended**  **Standards** | **Content Statement** | **Assessment**  **Formative Summative** | |
| RL.6 | Explain how what is directly stated in a text differs from what is actually meant (e.g., understatement). |  |  |
| RL.7 | Explain the effect of pairing a text with other artistic media (e.g., poem/song and painting/statue). |  |  |
| W.5 | Plan, edit, and revise writing with a focus on the purpose of the document. |  |  |
| W.9 | Gather information on a specific topic and use the information to support analysis, reflection or research. |  |  |
| L.1 | Use conventions of grammar, including parallel structure, when writing or speaking, forming varied sentence structures to make content interesting. |  |  |
| L.3 | Apply conventions of language to effectively communicate in different contexts using appropriate styles. |  |  |
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RL = Reading Literature RI = Reading Informational Text FS = Foundational Skills

WS = Writing Standards SL = Speaking and Listening LS = Language Standards

**SECOND QUARTER**

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| **Extended Standards** |  | **Assessment**  **Formative Summative** | |
| RI.3 | Analyze connections among events, ideas, individuals or steps in historical, scientific or technical text. |  |  |
| RI.7 | Explain the effect of the similarities and differences between print and multimedia presentations of a topic or idea. |  |  |
| W.2 | Generate informative paragraphs using a formal style, including a topic sentence with supporting facts, details and concluding sentence. |  |  |
| L.4 | Use context clues, word structures or reference materials to determine the meaning of unknown words. |  |  |
| SL.3 | Define a speaker’s purpose and relevant supporting evidence. |  |  |
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**THIRD QUARTER**

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| **Extended Standards** |  | **Assessment**  **Formative Summative** | |
| RL.1 | Cite details from text to support the answers to literal or inferential questions. |  |  |
| RL.2 | Summarize text including a description of the central idea(s), and support with details. |  |  |
| RL.3 | Explain how the author’s introduction and development of characters affects plot development. |  |  |
| SL.4 | Present information and supporting evidence in an organized manner appropriate to a purpose, audience or task. |  |  |
| SL.6 | Adapt communication using formal language, when appropriate, specific to the task or situation. |  |  |
| W.3 | Generate written paragraphs that include narrative elements (dialogue, pacing, description); a logical sequence of events; and a conclusion (e.g., what was experienced, observed or resolved). |  |  |
| L.2 | Generate a cohesive paragraph that contains correct conventions. |  |  |
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**FOURTH QUARTER**

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| **Extended Standards** |  | **Assessment**  **Formative Summative** | |
| RI.1 | Cite details from text to support the answers to literal or inferential questions. |  |  |
| RI.2 | Identify the topic of a text and support it with central ideas and details. |  |  |
| RI.9 | Compare and contrast themes and purposes from U.S. documents of historical and literary significance. |  |  |
| W.4 | Generate a written text (paragraph or story) following the conventions of a persuasive, informative or narrative task. |  |  |
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