**FIRST QUARTER**

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| **Extended**  **Standards** | **Content Statement** | **Assessment**  **Formative Summative** | |
| L.1 | Use conventions of grammar, including parallel structure, when writing or speaking forming varied sentence structures to make content interesting. |  |  |
| RL.5 | Explain how the author’s use of literary techniques (e.g., packing, flashbacks) contributes to the effect of the text. |  |  |
| SL.5 | Integrate multimedia and visual components to enhance a presentation. |  |  |
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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** | |
| L.4 | Use context clues, word structures or reference materials to determine the meaning of unknown words. |  |  |
| RI.5 | Analyze how the author’s use of various structures (e.g., sentences, paragraphs, chapters) contributes to the intent of the text. |  |  |
| RI.6 | Analyze how the style and content of a text enhances the author’s point of view or purpose. |  |  |
| W.6 | Use technology to compose a paragraph on a specific topic. |  |  |
| W.7 | Research and collect information from multiple sources to answer a question or solve a problem. |  |  |
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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.4 | Analyze figurative language, connotation and tone. |  |  |
| RL.8 | Compare and contrast themes from two related works of classical literature into modern literature (e.g., Romeo and Juliet to West Side Story). |  |  |
| SL.2 | Integrate information from multiple sources in diverse media to make decisions and solve problems. |  |  |
| SL.4 | Present information and supporting evidence in an organized manner appropriate to a purpose, audience or task. |  |  |
| L.2 | Generate a cohesive paragraph that contains correct conventions. |  |  |
| W.8 | Generate paragraphs about a specific topic to summarize information from print or digital sources and supply appropriate citations. |  |  |
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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.4 | Analyze figurative language, connotation and technical terms. |  |  |
| RI.8 | Analyze information in seminal U.S. texts or works of public advocacy (e.g., presidential speech) to determine if an argument/claim is valid and sufficient. |  |  |
| W.1 | Generate a written position and provide persuasive evidence to support the position. |  |  |
| W.4 | Generate a written text (paragraph or story) following the conventions of a persuasive, informative or narrative task. |  |  |
| L.5 | Explain the meaning of figurative language in context (e.g., simile, metaphor or personification). |  |  |
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