

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing Grammar and Usage		
A. Writing and Research		
<p>Learn strategies and conventions for writing a persuasive essay, with attention to:</p> <ul style="list-style-type: none"> defining a thesis (that is, a central proposition, a main idea) supporting the thesis with evidence, examples, and reasoning distinguishing evidence from opinion anticipating and answering counter-arguments maintaining a reasonable tone 	<p>W.6.1 – (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. <p>W.6.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 	

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>W.6.4 - (see also <i>WHST.6-8.4</i>) 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 [Grade 6 writing] standards 1–3 above.)</p> <p>W.6.8 - (see also <i>WHST.6-8.8</i>) 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.</p> <p>W.6.9 - (see also <i>WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> 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 <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “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”).</p> <p>W.6.10 - (see also <i>WHST.6-8.10</i>) 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> <p>RI.6.2 - (see also <i>RH.6-8.2</i> and <i>RST.6-8.2</i>) 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.</p> <p>L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Maintain consistency in style and tone.</p>	
Write a research essay, with attention to: asking open-ended questions gathering relevant data through library and field	<p>W.6.1 - (see also <i>WHST.6-8.1</i>) 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>	

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<p>research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography</p>	<p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.2 - (see also <i>WHST.6-8.2</i>) 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., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.4 - (see also <i>WHST.6-8.4</i>) 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 [Grade 6 writing] standards 1–3 above.)</p> <p>W.6.5 - (see also <i>WHST.6-8.5</i>) 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 up to and including grade 6 on page 52.)</p>	

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>W.6.6 - (see also <i>WHST.6-8.6</i>) 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.</p> <p>W.6.7 - (see also <i>WHST.6-8.7</i>) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8 - (see also <i>WHST.6-8.8</i>) 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.</p> <p>W.6.9 - (see also <i>WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 6 Reading standards</i> 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”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “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”). <p>W.6.10 - (see also <i>WHST.6-8.10</i>) 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> <p>L.6.6 - 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.</p>	
Write a standard business letter.	<p>W.6.1 - (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. 	

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	<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>W.6.2 - (see also <i>WHST.6-8.2</i>) 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., 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> <p>W.6.3 - 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 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</p>	

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	<p>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> <p>W.6.4 - (see also <i>WHST.6-8.4</i>) 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 [Grade 6 writing] standards 1–3 above.)</p> <p>W.6.5 - (see also <i>WHST.6-8.5</i>) 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 up to and including grade 6 on page 52.)</p> <p>W.6.6 - (see also <i>WHST.6-8.6</i>) 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.</p> <p>W.6.10 - (see also <i>WHST.6-8.10</i>) 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>	
B. Speaking and Listening		
Participate civilly and productively in group discussions.	<p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	

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	<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> <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.</p> <p>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.</p>	
<p>Give a short speech to the class that is well-organized and well-supported.</p>	<p>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.</p> <p>SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	
<p>Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.</p>	<p>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.)</p> <p>L.6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., <i>myself, ourselves</i>). Recognize and correct inappropriate shifts in pronoun number and person.* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 	

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	<p>L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. <p>L.6.6 - 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.</p>	
C. Grammar and Usage		
Understand what a complete sentence is, and identify subject and predicate, identify independent and dependent clauses, correct fragments and run-ons		<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Identify different sentence types, and write for variety by using simple sentences compound sentences complex sentences compound-complex sentences		<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Correctly use punctuation introduced in earlier grades, and learn how to use a semicolon or comma with <i>and</i> , <i>but</i> , or <i>or</i> to separate the sentences that form a compound sentence.	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set 	

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	off nonrestrictive/parenthetical elements.	
<p>Recognize the following troublesome verbs and how to use them correctly:</p> <p>sit, set rise, raise lie, lay</p>	<p>L.6.4 - 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>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>Correctly use the following:</p> <p>good / well between / among bring / take accept / except fewer / less like / as affect / effect who / whom imply / infer principle / principal their / there / they're</p>	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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, unwhasteful, thrifty</i>).</p> <p>L.6.6 - 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.</p>	
D. Spelling		
<p>Review spelling rules for use of <i>ie</i> and <i>ei</i>; for adding prefixes and suffixes</p>	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p>	
<p>Continue work with spelling, with special attention to commonly misspelled words, including:</p> <p>acquaintance amateur analyze answer athlete Britain</p>	<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;</p>	

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characteristic committee conscious cooperate criticize dependent develop embarrassed exaggerate exercise fulfill gymnasium hypocrite innocence interrupt license marriage minimum naturally occurrence parallel peasant philosopher possess privilege receipt recommendation repetition restaurant rhythm separate similar sophomore substitute success suspicion tragedy woman writing	gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
E. Vocabulary		
<i>Latin/Greek Word—Meaning—Examples</i> annus [L]—year—annual , anniversary ante [L]—before—antebellum, antecedent aqua [L]—water—aquarium astron [G—star—astronaut, astronomy bi [L]—two—bisect, bipartisan bios [G]—life —biology, biography centum [L]—hundred—cent, percent decem [L]—ten—decade, decimal dico, dictum [L]—say, thing said—dictation, dictionary	L.6.4 - 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. 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>).	

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<p>duo [G, L]—two—duplicate ge [G]—earth—geology, geography hydor [G]—water—hydrant, hydroelectric magnus [L]—large, great—magnificent, magnify mega [G]—large, great—megaphone, megalomania mikros [G]—small—microscope, microfilm minus [L]—smaller—diminish, minor monos [G] —single—monologue, monarch, monopoly omnis [L] —all—omnipotent, omniscient phileo [G] —to love—philosophy, philanthropist phone [G] —sound, voice—phonograph, telephone photo [from G <i>phos</i>]—light—photograph, photocopy poly [G] —many—polygon post [L] —after—posthumous, posterity pre [L] —before—predict, prepare primus [L] —first—primary, primitive protos [G] —first—prototype, protozoa psyche[G] —soul, mind—psychology quartus [L] —fourth—quadrant, quarter tele [G] —at a distance—telephone, television, telepathy thermos [G] —heat—thermometer, thermostat tri [G, L] —three—trilogy, triangle unus [L] —one—unanimous, unilateral video, visum [L] —see, seen—evident, visual vita [L] —life—vitality, vitamin</p>		
II. Poetry		
A. Poems		

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<p>All the world's a stage [from <i>As You Like It</i>] (William Shakespeare)</p> <p>Apostrophe to the Ocean [from <i>Childe Harold's Pilgrimage</i>, Canto 4, Nos. 178-184] (George Gordon Byron)</p> <p>I Wandered Lonely as a Cloud (William Wordsworth)</p> <p>If (Rudyard Kipling)</p> <p>Mother to Son (Langston Hughes)</p> <p>Lift Ev'ry Voice and Sing (James Weldon Johnson)</p> <p>A narrow fellow in the grass (Emily Dickinson)</p> <p>A Psalm of Life (Henry Wadsworth Longfellow)</p> <p>The Raven (Edgar Allan Poe)</p> <p>A Song of Greatness (a Chippewa song, trans. Mary Austin)</p> <p>Stopping by Woods on a Snowy Evening (Robert Frost)</p> <p>Sympathy (Paul Laurence Dunbar)</p> <p>There is no frigate like a book (Emily Dickinson)</p> <p>The Walloping Window-blind (Charles E. Carryl)</p> <p>Woman Work (Maya Angelou)</p>	<p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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 toward a resolution.</p> <p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>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.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L.6.4 - 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>	

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	<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> <p>L.6.5 – 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>	
B. Terms		

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meter iamb couplet rhyme scheme free verse	<p>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.</p> <p>L.6.6 - 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.</p>	
III. Fiction and Drama		
A. Stories		
<p><i>The Iliad</i> and <i>The Odyssey</i> (Homer) <i>The Prince and the Pauper</i> (Mark Twain)</p>	<p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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 toward a resolution.</p> <p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>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.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p> <p>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.</p>	

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	<p>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.</p> <p>L.6.4 - 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> <ul style="list-style-type: none"> 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. 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>). 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. 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.6.6 - 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.</p>	
B. Drama		
<i>Julius Caesar</i> (William Shakespeare)	<p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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 toward a resolution.</p> <p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on</p>	

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	<p>meaning and tone.</p> <p>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.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L.6.4 - 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> <ol style="list-style-type: none"> 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. 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>). 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. 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.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or</p>	

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	phrase important to comprehension or expression.	
C. Classical Mythology		
Apollo and Daphne Orpheus and Eurydice Narcissus and Echo Pygmalion and Galatea	<p>RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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 toward a resolution.</p> <p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>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.</p> <p>RL.6.6 – Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L.6.4 - 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>	

Core Knowledge Sequence GRADE 6	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade 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>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> <p>L.6.6 - 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.</p>	
D. Literary Terms		
Epic	L.6.6 - 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.	
Literal and figurative language (review from grade 5) imagery metaphor and simile symbol personification	<p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>L.6.5 – 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>L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;</p>	

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	gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
IV. Sayings and Phrases		
<p>All for one and one for all. All's well that ends well. Bee in your bonnet The best-laid plans of mice and men oft go awry. A bird in the hand is worth two in the bush. Bite the dust Catch-as-catch-can Don't cut off your nose to spite your face. Don't lock the stable door after the horse is stolen. Don't look a gift horse in the mouth. Eat humble pie A fool and his money are soon parted. A friend in need is a friend indeed. Give the devil his due. Good fences make good neighbors. He who hesitates is lost. He who laughs last laughs best. Hitch your wagon to a star. If wishes were horses, beggars would ride. The leopard doesn't change his spots. Little strokes fell great oaks. Money is the root of all evil. Necessity is the mother of invention. It's never over till it's over. Nose out of joint Nothing will come of nothing. Once bitten, twice shy. On tenterhooks</p>	<p>RL.6.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>L.6.5 – 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>	

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<p>Pot calling the kettle black Procrastination is the thief of time. The proof of the pudding is in the eating. RIP The road to hell is paved with good intentions. Rome wasn't built in a day. Rule of thumb A stitch in time saves nine. Strike while the iron is hot. Tempest in a teapot Tenderfoot There's more than one way to skin a cat. Touché! Truth is stranger than fiction.</p>		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
<p>Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast.</p>	<p>W.7.1 - (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> 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 of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.7.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>W.7.4 - (<i>see also WHST.6-8.4</i>) 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>W.7.5 - (<i>see also WHST.6-8.5</i>) 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 7 on page 52.)</p> <p>W.7.6 - (<i>see also WHST.6-8.6</i>) 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</p> <p>W.7.10 - (<i>see also WHST.6-8.10</i>) 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>	

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<p>Write research essays, with attention to:</p> <ul style="list-style-type: none"> ◦ asking open-ended questions ◦ gathering relevant data through library and field research ◦ summarizing, paraphrasing, and quoting accurately when taking notes ◦ defining a thesis (that is, a central proposition, a main idea) ◦ organizing with an outline ◦ integrating quotations from sources ◦ acknowledging sources and avoiding plagiarism ◦ preparing a bibliography 	<p>W.7.7 - (see also <i>WHST.6-8.7</i>) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 - (see also <i>WHST.6-8.8</i>) 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.</p> <p>W.7.9 - (see also <i>WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> 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 <i>grade 7 Reading standards</i> 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>W.7.10 - (see also <i>WHST.6-8.10</i>) 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>	
B. Speaking and Listening		
<p>Participate civilly and productively in group discussions.</p>	<p>SL.7.1 - 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</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>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>SL.7.2 - [Audience Role] 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>SL.7.3 - [Audience Role] Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	
<p>Give a short speech to the class that is well-organized and well-supported.</p>	<p>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.</p> <p>SL.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	
<p>Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.</p>	<p>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.</p> <p>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... for specific expectations.)</p> <p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses 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</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>modifiers.</p> <p>L.7.3 - 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>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.</p>	
C. Grammar		
Parts of the Sentence		
<p>Prepositional phrases</p> <p>Identify as adjectival or adverbial</p> <p>Identify word(s) modified by the prepositional phrase</p> <p>Object of preposition (note that pronouns are in objective case)</p> <p>Punctuation of prepositional phrases</p>	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses 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>L.7.2 - 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., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p>	
<p>Subject and verb</p> <p>Find complete subject and complete predicate</p> <p>Identify simple subject and simple verb (after eliminating prepositional phrases):</p>	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	

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<ul style="list-style-type: none"> in statements in questions in commands (you understood) with there and here Auxiliary verbs Noun of direct address Subject-verb agreement: <ul style="list-style-type: none"> with compound subjects with compound subjects joined by <i>or</i> with indefinite pronouns (for example, everyone, anyone, some, all) 	<ul style="list-style-type: none"> b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	
<ul style="list-style-type: none"> Complements <ul style="list-style-type: none"> Find direct and indirect objects Review linking vs. action verbs Predicate nominative Predicate adjective 	<p>L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	
<ul style="list-style-type: none"> Appositives <ul style="list-style-type: none"> Identify and tell which noun is renamed Use of commas with appositive phrases 		<p>L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<ul style="list-style-type: none"> Participles <ul style="list-style-type: none"> Identify past, present participles Identify participial phrases Find the noun modified Commas with participial phrases 		<p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
<ul style="list-style-type: none"> Gerunds and gerund phrases <ul style="list-style-type: none"> Identify and tell its use in the sentence (subject, direct object, indirect object, appositive, predicate) 		<p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds,

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nominative, object of preposition)		participles, infinitives) in general and their function in particular sentences.
Infinitives and infinitive phrases Adjective and adverb: find the word it modifies Noun: tell its use in the sentence		L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
Clauses		
Review: sentences classified by structure Simple; compound (coordinating conjunctions v. conjunctive adverbs); complex; compound-complex	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 in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
Review independent (main) v. dependent (subordinate) clauses	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 in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
Kinds of dependent clauses Adjective clauses Identify and tell noun modified	L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

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<p>Introductory words: relative pronouns, relative adverbs (where, when) Implied “that” Commas with nonrestrictive (nonessential) adjective clause Adverb clauses Identify and tell the word(s) modified Subordinating conjunctions (for example, because, although, when, since, before, after, as soon as, where) Comma after introductory adverbial clause Noun clauses Identify and tell use in the sentence (subject, predicate nominative, direct object, indirect object, object of preposition, appositive, objective complement, noun of direct address)</p>	<p>a. Explain the function of phrases and clauses in general and their function in specific sentences. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 - 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., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p>																													
D. Spelling																														
<p>Continue work with spelling, with special attention to commonly misspelled words, including:</p> <table border="0"> <tr><td>achievement</td><td>address</td></tr> <tr><td>analysis</td><td>anonymous</td></tr> <tr><td>argument</td><td>beginning</td></tr> <tr><td>business</td><td>college</td></tr> <tr><td>conscience</td><td>control</td></tr> <tr><td>criticism</td><td>despise</td></tr> <tr><td>definite</td><td>description</td></tr> <tr><td>doesn't</td><td>environment</td></tr> <tr><td>excellent</td><td>existence</td></tr> <tr><td>grammar</td><td>hypocrisy</td></tr> <tr><td>immediately</td><td>interpret</td></tr> <tr><td>knowledge</td><td>lieutenant</td></tr> <tr><td>medieval</td><td>muscle</td></tr> <tr><td>muscular</td><td>occasionally</td></tr> </table>	achievement	address	analysis	anonymous	argument	beginning	business	college	conscience	control	criticism	despise	definite	description	doesn't	environment	excellent	existence	grammar	hypocrisy	immediately	interpret	knowledge	lieutenant	medieval	muscle	muscular	occasionally	<p>L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p>	
achievement	address																													
analysis	anonymous																													
argument	beginning																													
business	college																													
conscience	control																													
criticism	despise																													
definite	description																													
doesn't	environment																													
excellent	existence																													
grammar	hypocrisy																													
immediately	interpret																													
knowledge	lieutenant																													
medieval	muscle																													
muscular	occasionally																													

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offense particularly persuade politician prejudice probably recognize remembrance responsibility rhyme sacrifice scholar shepherd sincerely sponsor succeed surprise tendency thorough truly women written		
E. Vocabulary		
<i>Latin/Greek Word—Meaning—Examples</i> ab [L]—away from—abnormal, absent ad [L]—to, forward—advocate, advance amo [L]—love—amiable, amorous audio [L]—hear—audience, inaudible auto [G]—self— automobile, autocrat bene [L]—good/well—beneficial, benefit circum [L]—around—circulate, circumference celer [L]—swift—accelerate chronos [G]—time—chronological cresco [L]—grow—increase, decrease cum [L]—with—compose, accommodate curro [L]—run—current, cursive, course demos [G]—people—democracy, epidemic erro [L]—wander, stray—error, erratic ex [L]—from, out of—exclaim, exhaust extra [L]—outside—extravagant, extraordinary facio [L]—make—effect, affect fero [L]—bring, bear—confer, defer fragilis [L]—breakable—fragile, fragment finis [L]—end—confine, finality	L.7.4 - 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	

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<p> homos [G]—same—homogenous hyper [G]—over, beyond—hypertension, hyperactive hypo [G]—under, beneath—hypodermic, hypothesis jacio [L]—throw—eject, interject judex [L]—a judge—judge, prejudice juro [L]—swear—jury, perjury makros [G]—long—macrocosm malus [L]—bad—malady, malice manus [L]—hand—manufacture, manuscript morphe [G]—form—metamorphosis, amorphous neos [G]—new—neophyte pan [G]—all—panorama, panacea pedis [L]—foot—pedal, biped polis [G]—city—metropolis pro [L]—before, for—proceed, propose, prodigy pseudos [G]—a lie—pseudonym re [L]—back, again—react, reply, revise scribo[L]—write—scribble, inscribe sentio [L]—feel (with senses)—sensation, sensual, sentry sequor [L]—follow—subsequent, sequel solvo [L]—loosen—solution, dissolve, solvent specto [L]—look at—inspect, speculate, perspective strictus [L]—drawn tight—strict, constricted sub [L]—under—subdue, subject, subtract super [L]—above—superficial, superlative, supreme syn [G]—together—synchronize, synthesis tendo [L]—stretch—tension, intense, detention teneo [L]—hold, keep—contain, content, maintain trans [L]—across—transfer, transcontinental valeo [L]—be strong—prevail, valiant venio [L]—come—event, advent voco [L]—call—vocal, voice, vociferous volvo [L]—revolve—evolve, revolution </p>		

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zoon, zoe [G]—animal, life—zoology, protozoa		
II. Poetry		
A. Poems		
<p>Annabel Lee (Edgar Allan Poe) Because I could not stop for Death (Emily Dickinson) The Charge of the Light Brigade (Alfred Lord Tennyson) The Chimney Sweeper (both versions from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i>; William Blake) The Cremation of Sam McGee (Robert Service) Dulce et Decorum Est (Wilfred Owen)</p> <p>Fire and Ice; Nothing Gold Can Stay (Robert Frost) Heritage (Countee Cullen) Macavity: The Mystery Cat (T.S. Eliot) The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes) This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)</p>	<p>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.</p> <p>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.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>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.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7</i></p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p><i>reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). 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. 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.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	
B. Elements of Poetry		
<p>Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration</p>	<p>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.</p> <p>RL.7.5 – Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>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.</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Stanzas and refrains	<p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>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.</p>	
Forms ballad sonnet lyric narrative limerick haiku	<p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>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.</p>	
Types of rhyme: end, internal, slant, eye	<p>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.</p> <p>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.</p>	
III. Fiction and Drama		
A. Short Stories		
<p>“The Gift of the Magi” (O. Henry) “The Necklace” (Guy de Maupassant) “The Secret Life of Walter Mitty” (James Thurber) “The Tell-Tale Heart”; “The Purloined Letter” (Edgar Allan Poe)</p>	<p>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.</p> <p>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.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>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.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>L.7.4 - 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> <ol style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). 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. 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). 	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>L.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	
B. Novels/Novellas		
<p><i>The Call of the Wild</i> (Jack London) <i>Dr. Jekyll and Mr. Hyde</i> (Robert Louis Stevenson)</p>	<p>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.</p> <p>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.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>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.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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).</p> <p>RL.7.9 – Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>same period as a means of understanding how authors of fiction use or alter history.</p> <p>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.</p> <p>L.7.4 - 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> <ul style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). 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. 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.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	
C. Elements of Fiction		
Review aspects of plot and setting	RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	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.	
Theme	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. 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.	
Point of view in narration omniscient narrator unreliable narrator third person limited first person	RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 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.	
Conflict: external and internal	RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 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.	
Suspense and climax	RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 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.	
D. Essays and Speeches		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>“Shooting an Elephant” (George Orwell) “The Night the Bed Fell” (James Thurber) “Declaration of War on Japan” (Franklin D. Roosevelt)</p>	<p>RI.7.1 – (see also <i>RH.6-8.1</i>) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 – (see also <i>RH.6-8.2</i>) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 – (see also <i>RH.6-8.3</i>) 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).</p> <p>RI.7.4 – (see also <i>RH.6-8.4</i>) 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.</p> <p>RI.7.5 – (see also <i>RH.6-8.5</i>) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6 – (see also <i>RH.6-8.6</i>) 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.</p> <p>RI.7.7 – (see also <i>RH.6-8.7</i>) 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).</p> <p>RI.7.8 – (see also <i>RH.6-8.8</i>) 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>RI.7.10 – (see also <i>RH.6-8.10</i>) 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.</p> <p>L.7.4 - 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>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence)</p>	

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	<p>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, bellicose, 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>L.7.5 – 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, respectful, polite, diplomatic, condescending</i>).</p>	
E. Autobiography		
<i>Diary of a Young Girl</i> (Anne Frank)	<p>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.</p> <p>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.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>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.</p> <p>RL.7.6 – Analyze how an author develops and contrasts</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>the points of view of different characters or narrators in a text.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>L.7.4 - 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> <ul style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). 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. 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.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	
F. Drama		
<i>Cyrano de Bergerac</i> (Edmond Rostand)	<p>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.</p> <p>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.</p> <p>RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>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.</p> <p>RL.7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7</i></p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p><i>reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). 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. 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.7.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	
<p>Elements of drama Tragedy and comedy (review) Aspects of conflict, suspense, and characterization Soliloquies and asides</p>	<p>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.</p>	
<p>G. Literary Terms</p>		

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Irony: verbal, situational, dramatic	<p>L.7.5 – 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>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.</p>	
Flashbacks and foreshadowing	<p>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.</p>	
Hyperbole; oxymoron; parody	<p>L.7.5 – 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>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.</p>	

Core Knowledge Sequence GRADE 7	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
IV. Foreign Phrases Commonly Used in English		
<p>ad hoc - concerned with a particular purpose; improvised [literally, “to the thing”]</p> <p>bona fides - good faith; sincere, involving no deceit or fraud</p> <p>carpe diem - seize the day, enjoy the present</p> <p>caveat emptor - let the buyer beware, buy at your own risk</p> <p>de facto - in reality, actually existing</p> <p>in extremis - in extreme circumstances, especially at the point of death</p> <p>in medias res - in the midst of things</p> <p>in toto - altogether, entirely</p> <p>modus operandi - a method of procedure</p> <p>modus vivendi - a way of living, getting along</p> <p>persona non grata - an unacceptable or unwelcome person</p> <p>prima facie - at first view, apparently; self-evident</p> <p>pro bono publico - for the public good</p> <p>pro forma - for the sake of form, carried out as a matter of formality</p> <p>quid pro quo - something given or received in exchange for something else</p> <p>requiescat in pace, R I P - may he or she rest in peace [seen on tombstones]</p> <p>sic transit gloria mundi - thus passes away the glory of the world</p> <p>sine qua non - something absolutely indispensable [literally, “without which not”]</p> <p>sub rosa – secretly</p>	<p>L.7.4 - 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> <ol style="list-style-type: none"> 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). 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. 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.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.</p>	

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Writing, Grammar, and Usage		
A. Writing and Research		
<p>Expository writing: Write essays that describe, narrate, persuade, and compare and contrast.</p>	<p>W.8.1 - (<i>see also WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> 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. 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 presented. <p>W.8.2 - (<i>see also WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that 	

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>follows from and supports the information or explanation presented.</p> <p>W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>W.8.4 - (see also <i>WHST.6-8.4</i>) 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>W.8.5 - (see also <i>WHST.6-8.5</i>) 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.)</p> <p>W.8.6 - (see also <i>WHST.6-8.6</i>) 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.</p> <p>W.8.10 - (see also <i>WHST.6-8.10</i>) Write routinely over</p>	

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	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>Write research essays, with attention to:</p> <ul style="list-style-type: none"> asking open-ended questions gathering relevant data through library and field research summarizing, paraphrasing, and quoting accurately when taking notes defining a thesis (that is, a central proposition, a main idea) organizing with an outline integrating quotations from sources acknowledging sources and avoiding plagiarism preparing a bibliography 	<p>W.8.7 - (see also <i>WHST.6-8.7</i>) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8 - (see also <i>WHST.6-8.8</i>) 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.</p> <p>W.8.9 - (see also <i>WHST.6-8.9</i>) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 8 Reading standards</i> 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”). b. Apply <i>grade 8 Reading standards</i> 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>W.8.10 - (see also <i>WHST.6-8.10</i>) 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>	
B. Speaking and Listening		
Participate civilly and productively in group discussions.	SL.8.1 - 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</i>	

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p><i>issues, building on others' ideas and expressing their own clearly.</i></p> <ul style="list-style-type: none"> 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>SL.8.2 - [Audience Role] 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.</p> <p>SL.8.3 - [Audience Role] 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.</p>	
Give a short speech to the class that is well-organized and well-supported.	<p>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.</p> <p>SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	
Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.	<p>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</p>	

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	<p>volume, and clear pronunciation.</p> <p>SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. <p>L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <p>L.8.6 - 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.</p>	
C. Grammar		

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<p><u>Punctuation</u> Review punctuation based on sentence structure, including:</p> <ul style="list-style-type: none"> semi-colons commas with phrases and clauses <p>Review other punctuation, including:</p> <ul style="list-style-type: none"> punctuation of quotations, dialogue use of parentheses hyphens dashes colons italics apostrophes 	<p>L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. 	
<p><u>Misplace Modifiers</u> Phrases and clauses go as near as possible to the word(s) they modify.</p> <ul style="list-style-type: none"> Dangling modifiers Two-way modifiers 	<p>W.8.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Establish and maintain a formal style. <p>W.8.5 - (see also <i>WHST.6-8.5</i>) 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.)</p>	
<p><u>Parallelism</u> Parallelism is expressing ideas of equal importance using the same grammatical constructions.</p> <p>Kinds of parallelism</p> <ul style="list-style-type: none"> coordinate (using coordinating conjunctions <i>and, but, or, nor, yet</i>) compared/contrasted 	<p>W.8.1 - (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among 	

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<p>correlative (both . . . and, either . . . or, neither . . . nor, not only . . . but also)</p> <p>Correcting faulty parallelism</p> <p>repeating words (articles, prepositions, pronouns) to maintain parallelism</p> <p>completing parallel construction</p> <p>revising sentences using parallel structure (for example, using all gerund phrases, or all noun clauses)</p>	<p>claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>W.8.2 - (see also <i>WHST.6-8.2</i>) 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>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Establish and maintain a formal style.</p> <p>W.8.3 - 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>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>W.8.5 - (see also <i>WHST.6-8.5</i>) 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.)</p>	
<p><u>Sentence Variety</u></p> <p>Review sentences classified by structure: simple, compound, complex, compound-complex.</p> <p>Varying sentence length and structure to avoid monotony</p> <p>Varying sentence openings</p>	<p>W.8.1 - (see also <i>WHST.6-8.1</i>) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</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>	

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	<p>W.8.2 - (see also <i>WHST.6-8.2</i>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Establish and maintain a formal style. <p>W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. 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>W.8.5 - (see also <i>WHST.6-8.5</i>) 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.)</p>													
D. Spelling														
<p>Continue work with spelling, with special attention to commonly misspelled words, including:</p> <table border="0"> <tr> <td>absence</td> <td>accommodate</td> </tr> <tr> <td>analysis</td> <td>attendance</td> </tr> <tr> <td>believe</td> <td>bureau</td> </tr> <tr> <td>capitol</td> <td>colonel</td> </tr> <tr> <td>committee</td> <td>correspondence</td> </tr> <tr> <td>curiosity</td> <td>defendant</td> </tr> </table>	absence	accommodate	analysis	attendance	believe	bureau	capitol	colonel	committee	correspondence	curiosity	defendant	<p>L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> c. Spell correctly. 	
absence	accommodate													
analysis	attendance													
believe	bureau													
capitol	colonel													
committee	correspondence													
curiosity	defendant													

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
dessert dissatisfied fascinating guarantee independence library maintenance necessary permanence prairie souvenir technique vacuum desperate extraordinary foreign hygiene laboratory lightning mileage occurrence physician sergeant straight temporary whether		
E. Vocabulary		
<i>Latin/Greek Word—Meaning—Examples</i> aequus [L]—equal—equal, equation ago, acta [L]—do, things done—agent, enact, transact anthropos [G]—man, human being—anthropology, misanthrope ars [L]—art—artist, artifact brevis [L]—short—brevity, abbreviate canto [L]—sing—chant, cantor caput [L]—head—captain, decapitate clino [L]—to lean, bend—incline, decline cognito [L]—know—cognizant, recognize copia [L]—plenty—copy, copious credo [L]—believe—credible, incredulous culpa [L]—blame—culpable, culprit dominus [L]—a lord, master—dominate, dominion duco [L] —lead—abduct, introduce fido [L] —to trust, believe—confide, infidel fundo, fusum [L] —pour, thing poured—effusive, transfusion genus [L]—kind, origin—generic, congenital	L.8.4 - 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. 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>).	

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<p>holos [G]—whole—holistic, catholic jungo [L]—join—junction, conjugal lego, lectum [L]—read, thing read—intellect, legible locus [L]—a place—local, dislocate loquor [L]—speak—eloquent, loquacious medius [L]—middle—mediate, mediocrity missio [L]—a sending—emissary, mission moriō [L]—die—mortal nego [L]—deny—negate nihil [L]—nothing—nihilism, annihilate occido [L]—kill—homicide, suicide pathos[G]—suffering, feeling—sympathy, apathy pendo [L]—weigh, hang—depend, pendant per [L]—through—perceive, persist, persevere phobos [G]—fear—phobia, claustrophobia plenus [L]—full—plenty, plenary positum [L]—placed—position, opposite porto [L]—carry—transport, export possum [L]—be able—possible, potent pugno [L]—to fight—impugn, pugnacious punctum [L]—point—punctual, punctuation rego [L]—to rule—regular, regency sanguis [L]—blood—sanguine satis [L]—enough—satisfy scio [L]—know—science, conscious solus [L]—alone—solo, desolate sonus [L]—a sound—unison, consonant sophos [G]—wise—philosophy, sophomore spiritus [L]—breath—inspire, spirit totus [L]—whole—totalitarianism tractum [L]—drawn, pulled—distract, tractor usus [L]—use—abuse, utensil vacuus [L]—empty—evacuate, vacuum verbum [L]—word—verbal</p>		

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
verito [L]—turn—avert, convert, anniversary via [L]—way, road—deviate, viaduct		
II. Poetry		
A. Poems		
Buffalo Bill's (e.e. cummings) Chicago (Carl Sandburg) Do Not Go Gentle into That Good Night (Dylan Thomas) How do I love thee? (Elizabeth Barrett Browning) How They Brought the Good News From Ghent to Aix (Robert Browning) I dwell in possibility; Apparently with no surprise (Emily Dickinson) The Lake Isle of Innisfree (William B. Yeats) Lucy Gray (or Solitude); My Heart Leaps Up (William Wordsworth) Mending Wall; The Gift Outright (Robert Frost) Mr. Flood's Party (Edward Arlington Robinson) Polonius's speech from <i>Hamlet</i> , "Neither a borrower nor a lender be . . ." (William Shakespeare) Ozymandias (Percy Bysshe Shelley) Sonnet 18, "Shall I compare thee. . ." (William Shakespeare) Spring and Fall (Gerald Manley Hopkins) A Supermarket in California (Allen Ginsberg) Theme for English B (Langston Hughes) We Real Cool (Gwendolyn Brooks)	<p>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.</p> <p>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.</p> <p>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 decision.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>	

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	<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>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>L.8.5 – 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</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
B. ELEMENTS OF POETRY		
<p>• Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration, assonance</p>	<p>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.</p> <p>L.8.6 - 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.</p>	
<p>•Review: forms: ballad, sonnet, lyric, narrative, limerick, haiku stanzas and refrains types of rhyme: end, internal, slant, eye metaphor and simile extended and mixed metaphors</p>	<p>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.</p> <p>L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and</p>	

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imagery, symbol, personification allusion	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
III. Fiction, Nonfiction, and Drama		
A. SHORT STORIES		
<p>“The Bet” (Anton Chekov) “Dr. Heidegger’s Experiment” (Nathaniel Hawthorne) “God Sees the Truth But Waits” (Leo Tolstoy) “An Honest Thief” (Fyodor Dostoyevsky) “The Open Boat” (Stephen Crane)</p>	<p>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.</p> <p>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.</p> <p>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 decision.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>	

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade 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>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>L.8.5 – 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</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
B. NOVELS		
<p><i>Animal Farm</i> (George Orwell) <i>The Good Earth</i> (Pearl S. Buck)</p>	<p>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.</p> <p>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.</p> <p>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 decision.</p> <p>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.</p>	

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	<p>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.</p> <p>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.</p> <p>RL.8.7 – Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>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.</p> <p>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.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. 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. 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.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., verbal irony, puns) in context. 	

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<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</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
C. ELEMENTS OF FICTION		
<ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> plot and setting theme point of view in narration: omniscient narrator, unreliable narrator, third person limited, first person conflict: external and internal suspense and climax • Characterization <ul style="list-style-type: none"> as delineated through a character’s thoughts, words, and deeds; through the narrator’s description; and through what other characters say flat and round; static and dynamic motivation protagonist and antagonist • Tone and diction 	<p>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.</p> <p>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 decision.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L.8.6 - 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.</p>	
D. ESSAYS AND SPEECHES		
<p>“Ask not what your country can do for you” (John F. Kennedy’s Inaugural Address)</p> <p>“I have a dream”; “Letter from Birmingham Jail” (Martin Luther King, Jr.)</p> <p>“Death of a Pig” (E. B. White)</p> <p>“The Marginal World” (Rachel Carson)</p>	<p>RI.8.1 - (see also <i>RH.6-8.1</i> and <i>RST.6-8.1</i>) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 – (see also <i>RH.6-8.2</i> and <i>RST.6-8.2</i>) Determine a central idea of a text and analyze its</p>	

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	<p>development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3 – (see also <i>RH.6-8.3</i>) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4 – (see also <i>RH.6-8.4</i> and <i>RST.6-8.4</i>) 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.</p> <p>RI.8.5 – (see also <i>RH.6-8.5</i> and <i>RST.6-8.5</i>) 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.</p> <p>RI.8.6 – (see also <i>RH.6-8.6</i> and <i>RST.6-8.6</i>) 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.</p> <p>RI.8.7 – (see also <i>RH.6-8.7</i>) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8 – (see also <i>RH.6-8.8</i> and <i>RST.6-8.8</i>) 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>RI.8.10 – (see also <i>RH.6-8.10</i> and <i>RST.6-8.10</i>) By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. 	

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	<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>L.8.5 – 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</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
E. AUTOBIOGRAPHY		
<p>Selections (such as chapters 2 and 16) from <i>I Know Why the Caged Bird Sings</i> (Maya Angelou)</p>	<p>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.</p> <p>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.</p> <p>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 decision.</p> <p>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.</p> <p>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.</p> <p>RL.8.6 – Analyze how differences in the points of view</p>	

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	<p>of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>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.</p> <p>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.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. 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. 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.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). 	

F. DRAMA

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<ul style="list-style-type: none"> • <i>Twelfth Night</i> (William Shakespeare) 	<p>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.</p> <p>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.</p> <p>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 decision.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.8.7 – Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>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.</p> <p>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.</p> <p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function 	

Core Knowledge Sequence Grade 8	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>in a sentence) as a clue to the meaning of a word or phrase.</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>L.8.5 – 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</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	
<p>• Elements of Drama</p> <p>Review:</p> <p> tragedy and comedy</p> <p> aspects of conflict, suspense, and characterization</p> <p> soliloquies and asides</p> <p>Farce and satire</p> <p>Aspects of performance and staging:</p> <p> actors and directors</p> <p> sets, costumes, props, lighting, music</p> <p> presence of an audience</p>	<p>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.</p> <p>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 decision.</p> <p>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.</p> <p>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.</p> <p>L.8.6 - 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</p>	

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	comprehension or expression.	
G. LITERARY TERMS		
<ul style="list-style-type: none"> • Irony: verbal, situational, dramatic • Flashbacks and foreshadowing • Hyperbole, oxymoron, parody 	<p>L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <p>L.8.6 - 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.</p>	
IV. Foreign Phrases Commonly Used in English		
<p>au revoir - goodbye, until we see each other again</p> <p>avant-garde - a group developing new or experimental concepts, a vanguard</p> <p>bête noire - a person or thing especially dreaded and avoided [literally, “black beast”]</p> <p>c’est la vie - that’s life, that’s how things happen</p> <p>carte blanche - full discretionary power [literally, “blank page”]</p> <p>cause célèbre - a very controversial issue that generates fervent public debate [literally, a “celebrated case”]</p> <p>coup de grâce - a decisive finishing blow</p> <p>coup d’état - overthrow of a government by a group</p> <p>déjà vu - something overly familiar [literally, “already seen”]</p> <p>enfant terrible - one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally, “terrible child”]</p> <p>fait accompli - an accomplished fact, presumably irreversible</p> <p>faux pas - a social blunder [literally, “false step”]</p>	<p>L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>receded</i>, <i>secede</i>). 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. 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.8.6 - Acquire and use accurately grade-appropriate</p>	

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<p>Madame, Mademoiselle, Monsieur - Mrs., Miss, Mr. merci - thank you pièce de résistance - the principal part of the meal, a showpiece item raison d'être - reason for being savoir-faire - the ability to say or do the right thing in any situation, polished sureness in society [literally, "to know (how) to do"] tête-à-tête - private conversation between two people [literally, "head to head"]</p>	<p>general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

GAP Analysis

The following *Common Core State Standards for ELA* are not explicitly addressed in the guidelines presented in the *Core Knowledge Sequence*. However, the rich primary source documents and literary texts that are listed in the *Core Knowledge Sequence* represent precisely the types of texts that should be used to address the standards below.

Core Knowledge educators are encouraged to address these standards in the context of primary source documents and literary texts that are listed in the *Core Knowledge Sequence*.

ITEM	STRAND	CATEGORY	STANDARD
RI6.1	Reading Informational	Key Ideas and Details	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI6.3	Reading Informational	Key Ideas and Details	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI6.4	Reading Informational	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI6.5	Reading Informational	Craft and Structure	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.
RI6.6	Reading Informational	Craft and Structure	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI6.7	Reading Informational	Integration of Knowledge and Ideas	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI6.8	Reading Informational	Integration of Knowledge and Ideas	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.
RI6.9	Reading Informational	Integration of Knowledge and Ideas	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).
RI6.10	Reading Informational	Range of Reading and Level of Text Complexity	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.
RI7.9	Reading Informational	Integration of Knowledge and Ideas	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.
RI8.9	Reading Informational	Integration of Knowledge and Ideas	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.