

# MSAA CCC Alignment

(Multi-State Alternate Assessment: Core Content Connectors)





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The background features a stylized world map with continents in light green, orange, and purple. At the bottom, there is a stylized illustration of an open book with orange pages and a light blue cover.

# **Core Content Connectors: Reading Informational Text**

- = Aligned with Standard
- ◐ = Partially Meets Standard  
(and/or can be met with additional teacher input)

<b>Core Content Connectors: Reading Informational Texts</b>		<b>Addressed with Readtopia</b>
<b>Grade 6</b>		
<b>Progress Indicator: M.RI.a</b>		<b>Core Content Connectors: 6</b>
flexibly using strategies to derive meaning from a variety of print/non-print texts		
<b>6.RI.a1</b>	Use a variety of strategies to (e.g., use context, affixes and roots) derive meaning from a variety of print/non-print texts.	◐
<b>Progress Indicator: M.RI.b</b>		<b>Core Content Connectors: 6</b>
using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information		
<b>6.RI.b3</b>	Identify what is learned from different media or formats compared to what is learned via written words or spoken words.	◐
<b>6.RI.b4</b>	Summarize information gained from a variety of sources including media or texts.	◐
<b>Progress Indicator: M.RI.c</b>		<b>Core Content Connectors: 6</b>
using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details		
<b>6.RI.c1</b>	Identify prior knowledge of an event or topic.	◐
<b>6.RI.c2</b>	Provide a summary of the text distinct from personal opinions or judgments.	◐
<b>6.RI.c3</b>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).	◐
<b>Progress Indicator: M.RI.d</b>		<b>Core Content Connectors: 6</b>
using supporting evidence to draw inferences or compare content presented within or across texts		
<b>6.RI.d1</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	◐
<b>6.RI.d2</b>	Use textual evidence to support inferences.	◐
<b>Progress Indicator: M.RI.e</b>		<b>Core Content Connectors: 6</b>
identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader		
<b>6.RI.e1</b>	Determine an author's point of view or purpose in a text and explain how it is conveyed.	◐
<b>6.RI.e2</b>	Summarize the points an author makes.	◐

Core Content Connectors: Reading Informational Texts		Addressed with Readtopia
<b>Grade 6 (Continued):</b>		
<b>Progress Indicator: M.RI.f</b>		<b>Core Content Connectors: 6</b>
identifying author’s purpose, viewpoint, or potential bias and explaining its impact on the reader		
<b>6.RI.f1</b>	Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).	◐
<b>Progress Indicator: M.RI.g</b>		<b>Core Content Connectors: 6</b>
analyzing how an author develops ideas and supports a thesis or reasoning		
<b>6.RI.g1</b>	Identify key individuals, events, or ideas in a text.	◐
<b>6.RI.g2</b>	Determine how key individuals, events, or ideas are introduced in a text.	◐
<b>6.RI.g3</b>	Determine how key individuals, events, or ideas are illustrated in a text.	◐
<b>6.RI.g4</b>	Determine how key individuals, events, or ideas are elaborated or expanded on in a text.	◐
<b>6.RI.g5</b>	Identify an argument or claim that the author makes.	◐

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<b>Core Content Connectors: Reading Informational Texts</b>		<b>Addressed with Readtopia</b>
<b>Grade 7</b>		
<b>Progress Indicator: M.RI.h</b>		<b>Core Content Connectors: 7</b>
flexibly using strategies to derive meaning from a variety of print/non-print texts		
<b>7.RI.i1</b>	Use a variety of strategies (e.g., use context, affixes and roots, use reference materials) to derive meaning from a variety of print/non-print texts.	◐
<b>Progress Indicator: M.RI.i</b>		<b>Core Content Connectors: 7</b>
utilizing knowledge of text structures and genre features to locate, organize, or analyze important information		
<b>7.RI.i2</b>	Use text features to locate information.	◐
<b>Progress Indicator: M.RI.j</b>		<b>Core Content Connectors: 7</b>
using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas)		
<b>7.RI.j1</b>	Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	◐
<b>7.RI.j2</b>	Determine the central idea of a text.	◐
<b>7.RI.j4</b>	Provide/create an objective summary of a text.	◐
<b>7.RI.j5</b>	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).	◐
<b>7.RI.j6</b>	Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.	◐

Core Content Connectors: Reading Informational Texts		Addressed with Readtopia
<b>Grade 7 (Continued):</b>		
<b>Progress Indicator: M.RI.k</b>		<b>Core Content Connectors: 7</b>
analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole		
<b>7.RI.k1</b>	Determine the structure of a text.	◐
<b>7.RI.k3</b>	Identify an argument or claim that the author makes.	◐
<b>7.RI.k4</b>	Evaluate the claim or argument to determine if they are supported by evidence.	◐
<b>7.RI.k5</b>	Distinguish claims or arguments from those that are supported by evidence from those that are not.	◐
<b>7.RI.k6</b>	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.	◐
<b>Progress Indicator: M.RI.l</b>		<b>Core Content Connectors: 7</b>
comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information		
<b>7.RI.l1</b>	Compare/contrast how two or more authors write or present about the same topic.	◐
<b>7.RI.l2</b>	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.	◐



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<b>Core Content Connectors: Reading Informational Texts</b>		<b>Addressed with Readtopia</b>
<b>Grade 8</b>		
<b>Progress Indicator: M.RI.h</b>		<b>Core Content Connectors: 8</b>
flexibly using strategies to derive meaning from a variety of print/non-print texts		
<b>8.RI.h1</b>	Use a variety of strategies (e.g., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts.	◐
<b>Progress Indicator: M.RI.i</b>		<b>Core Content Connectors: 8</b>
utilizing knowledge of text structures and genre features to locate, organize, or analyze important information		
<b>8.RI.i2</b>	Use text features as a means of locating information.	◐
<b>Progress Indicator: M.RI.j</b>		<b>Core Content Connectors: 8</b>
using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas)		
<b>8.RI.j1</b>	Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	◐
<b>8.RI.j5</b>	Provide/create an objective summary of a text.	◐
<b>8.RI.j6</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	◐
<b>Progress Indicator: M.RI.k</b>		<b>Core Content Connectors: 8</b>
analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole.		
<b>8.RI.k1</b>	Determine the structure of a text.	◐
<b>8.RI.k3</b>	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	◐
<b>8.RI.k4</b>	Identify an argument or claim that the author makes.	◐
<b>8.RI.k5</b>	Evaluate the claim or argument to determine if it is supported by evidence.	◐

Core Content Connectors: Reading Informationa Texts		Addressed with Readtopia
<b>Grades 9-10</b>		
<b>Progress Indicator: H.RI.a</b>		<b>Core Content Connectors: 9-10</b>
flexibly using strategies to derive meaning from a variety of print/non-print texts		
<b>910.RI.a1</b>	Use a variety of strategies to derive meaning from a variety of print/non-print texts.	●
<b>Progress Indicator: H.RI.b</b>		<b>Core Content Connectors: 9-10</b>
using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)		
<b>910.RI.b1</b>	Use two or more pieces of evidence to support inferences, conclusions, or summaries.	●
<b>910.RI.b3</b>	Determine the central idea of a text.	●
<b>910.RI.b5</b>	Determine how key details support the development of the central idea of a text.	●
<b>910.RI.b6</b>	Provide/create an objective summary of a text.	◐
<b>Progress Indicator: H.RI.c</b>		<b>Core Content Connectors: 9-10</b>
analyzing the author’s use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view		
<b>910.RI.c1</b>	Analyze key points throughout a text to determine the organizational pattern or text structure.	◐
<b>910.RI.c2</b>	Identify connections between key points.	●
<b>910.RI.c5</b>	Determine the author’s point of view or purpose in a text.	●
<b>910.RI.c6</b>	Determine/identify the specific language/words that the author uses to advance the point of view or purpose	◐
<b>Progress Indicator: H.RI.d</b>		<b>Core Content Connectors: 9-10</b>
describing an author’s approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)		
<b>910.RI.d1</b>	Identify claims and arguments made by the author.	●
<b>910.RI.d3</b>	Evaluate the argument/claims that the author makes to determine if the statements are true or false.	●

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<b>Core Content Connectors: Reading Informational Texts</b>		<b>Addressed with Readtopia</b>
<b>Grades 9-10 (Continued):</b>		
<b>Progress Indicator: H.RI.f</b>	<b>Core Content Connectors: 9-10</b>	
evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)		
<b>910.RI.f1</b>	Delineate the argument and specific claims in two or more texts on related topics.	●
<b>910.RI.f2</b>	Assess the validity of the arguments across texts on related topics.	●
<b>910.RI.f3</b>	Determine the speaker’s point of view or purpose in a text.	●
<b>910.RI.f4</b>	Determine what arguments the speaker makes.	●
<b>910.RI.f5</b>	Evaluate the evidence used to make the argument.	●

Core Content Connectors: Reading Informational Texts		Addressed with Readtopia
<b>Grades 11-12</b>		
<b>Progress Indicator: H.RI.a</b>		<b>Core Content Connectors: 11-12</b>
flexibly using strategies to derive meaning from a variety of print/non-print texts		
<b>1112.RI.a1</b>	Use a variety of strategies to derive meaning from a variety of print/non-print texts.	●
<b>Progress Indicator: H.RI.b</b>		<b>Core Content Connectors: 11-12</b>
using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)		
<b>1112.RI.b1</b>	Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	●
<b>1112.RI.b4</b>	Determine how the central ideas develop.	●
<b>1112.RI.b5</b>	Determine how key details support the development of the central idea of a text.	●
<b>1112.RI.b6</b>	Provide/create an objective summary of a text.	◐
<b>Progress Indicator: H.RI.c</b>		<b>Core Content Connectors: 11-12</b>
analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view		
<b>1112.RI.c3</b>	Analyze the structure an author uses in his or her exposition or argument.	●
<b>Progress Indicator: H.RI.d</b>		<b>Core Content Connectors: 11-12</b>
describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)		
<b>1112.RI.d1</b>	Determine the author's point of view or purpose in a text.	●
<b>1112.RI.d2</b>	Determine what arguments the author makes.	●
<b>1112.RI.d4</b>	Identify claims made by the author as being fact or opinion.	●

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<b>Core Content Connectors: Reading Informational Texts</b>		<b>Addressed with Readtopia</b>
<b>Grades 11-12 (Continued):</b>		
<b>Progress Indicator: H.RI.f</b>	<b>Core Content Connectors: 11-12</b>	
evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)		
<b>1112.RI.f1</b>	Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.	●
<b>1112.RI.f2</b>	Assess the validity of the premises, purposes, arguments across texts on related topics.	●
<b>1112.RI.f3</b>	Determine the speaker’s point of view or purpose in a text.	●
<b>1112.RI.f4</b>	Determine what arguments the speaker makes.	●

A stylized world map in the background, with continents represented by soft, rounded shapes in shades of orange, green, purple, and blue. The map is centered behind the text.

# **Core Content Connectors: Reading Literary Text**

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<b>Core Content Connectors: Reading Literary Text</b>		<b>Addressed with Readtopia</b>
<b>Grade 6</b>		
<b>Progress Indicator: M.RL.a</b>		<b>Core Content Connectors: 6</b>
flexibly using strategies to derive meaning from a variety of texts		
<b>6.RL.a1</b>	Use a variety of strategies to derive meaning from a variety of texts.	●
<b>Progress Indicator: M.RL.b</b>		<b>Core Content Connectors: 6</b>
using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)		
<b>6.RL.b2</b>	Refer to details and examples in a text when explaining what the text says explicitly.	●
<b>6.RL.b3</b>	Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.	●
<b>6.RL.b4</b>	Use the specific details from the text to support inferences and explanations about plot development.	●
<b>Progress Indicator: M.RL.c</b>		<b>Core Content Connectors: 6</b>
summarizing and interpreting purpose or central ideas to derive a theme		
<b>6.RLc1</b>	Select key details about a character and relate those details to a theme within the text.	●
<b>6.RLc2</b>	Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.	◐
<b>6.RLc3</b>	Summarize a text from beginning to end in a few sentences without including personal opinions.	◐
<b>Progress Indicator: M.RL.d</b>		<b>Core Content Connectors: 6</b>
comparing literary elements (e.g., character, setting, plot/subplots) within or across texts		
<b>6.RL.d1</b>	Analyze a character’s interactions throughout a story as they relate to conflict and resolution.	◐

Core Content Connectors: Reading Literary Text		Addressed with Readtopia
<b>Grade 6 (Continued):</b>		
<b>Progress Indicator: M.RL.e</b>		<b>Core Content Connectors: 6</b>
analyzing text according to text structure, genre features, or author’s style		
<b>6.RL.e1</b>	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.	◐
<b>6.RL.e2</b>	Compare texts from different genres that have a similar theme or address the same topic.	◐
<b>6.RL.e3</b>	Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.	◐
<b>Progress Indicator: M.RL.f</b>		<b>Core Content Connectors: 6</b>
identifying and describing how the narrative point of view influences the reader’s interpretation		
<b>6.RL.f1</b>	Determine the narrative point of view.	◐
<b>6.RL.f2</b>	Identify and describe how the narrative point of view influences the reader’s interpretation.	◐
<b>6.RL.f3</b>	Explain how an author develops the point of view of the narrator or speaker in a text.	◐



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<b>Core Content Connectors: Reading Literary Text</b>		<b>Addressed with Readtopia</b>
<b>Grade 7</b>		
<b>Progress Indicator: M.RI.h</b>		<b>Core Content Connectors: 7</b>
flexibility using strategies to derive meaning from a variety of texts and mediums		
<b>7.RL.h1</b>	Use a variety of strategies to derive meaning from a variety of literary texts.	◐
<b>Progress Indicator: M.RI.i</b>		<b>Core Content Connectors: 7</b>
using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)		
<b>7.RL.i1</b>	Refer to details and examples in a text when explaining what the text says explicitly.	◐
<b>7.RL.i2</b>	Use two or more pieces of textual evidence to support conclusions, or summaries of text.	◐
<b>7.RL.i3</b>	Determine the theme or central idea of a text.	◐
<b>Progress Indicator: M.RI.j</b>		<b>Core Content Connectors: 7</b>
identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme		
<b>7.RL.j1</b>	Analyze the development of the theme or central idea over the course of the text.	◐
<b>7.RL.j2</b>	Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).	◐
<b>Progress Indicator: M.RI.k</b>		<b>Core Content Connectors: 7</b>
identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning		
<b>7.RL.k1</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	◐
<b>Progress Indicator: M.RI.l</b>		<b>Core Content Connectors: 7</b>
analyzing or comparing texts according to text structure, genre features, or author's style or tone		
<b>7.RL.l1</b>	Examine how the structure of a poem or drama adds to its meaning.	◐

<b>Core Content Connectors: Reading Literary Text</b>		<b>Addressed with Readtopia</b>
<b>Grade 7 (Continued):</b>		
<b>Progress Indicator: M.RL.m</b>		<b>Core Content Connectors: 7</b>
evaluating and responding to a range of literature using given criteria		
<b>7.RL.m1</b>	Compare and contrast the points of view of different characters in the same text.	◐
<b>7.RL.m2</b>	Compare and contrast a story, drama, or poem when presented in two different mediums.	◐
<b>7.RL.m3</b>	Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.	◐
<b>7.RL.m4</b>	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.	◐

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<b>Core Content Connectors: Reading Literary Text</b>		<b>Addressed with Readtopia</b>
<b>Grade 8</b>		
<b>Progress Indicator: M.RI.h</b>		<b>Core Content Connectors: 8</b>
flexibly using strategies to derive meaning from a variety of texts and mediums		
<b>8.RL.h1</b>	Use a variety of strategies to derive meaning from a variety of texts.	◐
<b>Progress Indicator: M.RL.i</b>		<b>Core Content Connectors: 8</b>
using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)		
<b>8.RL.i1</b>	Refer to details and examples in a text when explaining what the text says explicitly.	◐
<b>8.RL.i2</b>	Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	◐
<b>8.RL.i3</b>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.	◐
<b>Progress Indicator: M.RL.j</b>		<b>Core Content Connectors: 8</b>
identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme		
<b>8.RL.j1</b>	Determine the theme or central idea of a text.	◐
<b>8.RL.j2</b>	Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.	◐
<b>8.RL.j3</b>	Provide/create an objective summary of a text.	◐
<b>8.RL.j4</b>	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.	◐
<b>Progress Indicator: M.RL.k</b>		<b>Core Content Connectors: 8</b>
identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning		
<b>8.RL.k1</b>	Identify the use of literary techniques within a text.	◐
<b>8.RL.k2</b>	Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.	◐

Core Content Connectors: Reading Literary Text		Addressed with Readtopia
<b>Grade 8 (Continued):</b>		
<b>Progress Indicator: M.RL.I</b>		<b>Core Content Connectors: 8</b>
analyzing or comparing texts according to text structure, genre features, or author’s style or tone		
<b>8.RL.I1</b>	Compare and contrast the structure of two or more texts.	◐
<b>8.RL.I2</b>	Explain how language use contributes to the meaning of a poem or drama.	◐
<b>Progress Indicator: M.RL.m</b>		<b>Core Content Connectors: 8</b>
evaluating and responding to a range of literature using given criteria		
<b>8.RL.m1</b>	Compare and contrast the points of view of different characters in the same text.	◐
<b>8.RL.m2</b>	Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.	◐

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<b>Core Content Connectors: Reading Literary Text</b>		<b>Addressed with Readtopia</b>
<b>Grades 9-10</b>		
<b>Progress Indicator: H.RL.a</b>		<b>Core Content Connectors: 9-10</b>
flexibly using strategies to derive meaning from a variety of texts and mediums		
<b>910.RL.a1</b>	Use strategies to derive meaning from a variety of texts and mediums.	◐
<b>Progress Indicator: H.RL.b</b>		<b>Core Content Connectors: 9-10</b>
using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)		
<b>910.RL.b1</b>	Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.	◐
<b>910.RL.b2</b>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.	◐
<b>Progress Indicator: H.RL.c</b>		<b>Core Content Connectors: 9-10</b>
identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes		
<b>910.RL.c1</b>	Determine the theme or central idea of a text.	◐
<b>910.RL.c2</b>	Determine how the theme develops.	◐
<b>910.RL.c3</b>	Determine how key details support the development of the theme of a text.	◐
<b>910.RL.c4</b>	Identify character with multiple or conflicting motivations (i.e., a complex character).	◐
<b>910.RL.c5</b>	Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.	◐

Core Content Connectors: Reading Literary Text		Addressed with Readtopia
<b>Grades 11-12</b>		
<b>Progress Indicator: H.RL.a</b>		<b>Core Content Connectors: 11-12</b>
flexibly using strategies to derive meaning from a variety of texts and mediums		
<b>1112.RL.a1</b>	Use a variety of strategies to derive meaning from a variety of texts.	◐
<b>Progress Indicator: H.RL.b</b>		<b>Core Content Connectors: 11-12</b>
using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)		
<b>1112.RL.b1</b>	Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.	◐
<b>1112.RL.b2</b>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text	◐
<b>1112.RL.b3</b>	Use evidence to support conclusions about ideas not explicitly stated in the text.	◐
<b>Progress Indicator: H.RL.c</b>		<b>Core Content Connectors: 11-12</b>
identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes		
<b>1112.RL.c1</b>	Determine two or more themes or central ideas of a text.	◐
<b>1112.RL.c2</b>	Determine how the theme develops.	◐
<b>1112.RL.c3</b>	Provide/create an objective summary of a text.	◐
<b>1112.RL.c4</b>	Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.	◐
<b>1112.RL.c5</b>	Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	◐

The background features a stylized world map with continents in light green, orange, and purple. At the bottom, there is a stylized illustration of an open book with orange pages and a light blue cover.

# **Core Content Connectors: Reading Word Level**

Core Content Connectors: Reading Word Level		Addressed with Readtopia
<b>Grade 6</b>		
<b>Progress Indicator: M.RWL.a</b>		<b>Core Content Connectors: 6</b>
determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words		
<b>6.RWL.a1</b>	Use context to determine the meaning of unknown or multiple meaning words or phrases.	◐
<b>6.RWL.a2</b>	Use the relationship between particular words (e.g., cause/effect, part whole, item/category) to better understand each of the words.	◐
<b>Progress Indicator: M.RWL.b</b>		<b>Core Content Connectors: 6</b>
analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context		
<b>6.RWL.b1</b>	Use common grade-appropriate roots and affixes as clues to the meaning of a word.	◐
<b>Progress Indicator: M.RWL.c</b>		<b>Core Content Connectors: 6</b>
integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
<b>6.RWL.c1</b>	Use general academic and domain specific words and phrases accurately.	◐
<b>6.RWL.e3</b>	Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	◐
<b>Progress Indicator: M.RWL.e</b>		<b>Core Content Connectors: 6</b>
identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)		
<b>6.RWL.e1</b>	Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.	◐
<b>6.RWL.e3</b>	Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	◐



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Core Content Connectors: Reading Word Level		Addressed with Readtopia
<b>Grade 7</b>		
<b>Progress Indicator: M.RWL.f</b>		<b>Core Content Connectors: 7</b>
using connotations and denotations of words to extend and deepen definitional understanding		
<b>7.RWL.f1</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>slim, skinny, scrawny, thin</i> ).	◐
<b>Progress Indicator: M.RWL.g</b>		<b>Core Content Connectors: 7</b>
making conceptual connections between known and unknown words, using word structure, word relationships, or context		
<b>7.RWL.g1</b>	Use context as a clue to determine the meaning of a grade-appropriate word or phrase.	◐
<b>7.RWL.g2</b>	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	◐
<b>Progress Indicator: M.RWL.h</b>		<b>Core Content Connectors: 7</b>
using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)		
<b>7.RWL.h1</b>	Identify words that are derived from a familiar word (e.g., <i>pedal: pedestrian, pedestal, bipedal</i> ).	◐
<b>Progress Indicator: M.RWL.i</b>		<b>Core Content Connectors: 7</b>
integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
<b>7.RWL.i1</b>	Use general academic and domain specific words and phrases accurately.	◐
<b>Progress Indicator: M.RWL.k</b>		<b>Core Content Connectors: 7</b>
interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)		
<b>7.RWL.k2</b>	Interpret figures of speech (e.g., personification, allusions) in context.	◐
<b>7.RWL.k3</b>	Identify the connotative meaning (the idea associated with the word) of a word or phrase.	◐
<b>7.RWL.k4</b>	Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	◐

Core Content Connectors: Reading Word Level		Addressed with Readtopia
<b>Grade 8</b>		
<b>Progress Indicator: M.RWL.f</b>		<b>Core Content Connectors: 8</b>
using connotations and denotations of words to extend and deepen definitional understanding		
<b>8.RWL.f1</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i> ).	◐
<b>Progress Indicator: M.RWL.g</b>		<b>Core Content Connectors: 8</b>
making conceptual connections between known and unknown words, using word structure, word relationships, or context		
<b>8.RWL.g1</b>	Use context as a clue to the meaning of a grade-appropriate word or phrase.	◐
<b>8.RWL.g2</b>	Use the relationship between particular words to better understand each of the words.	◐
<b>Progress Indicator: M.RWL.i</b>		<b>Core Content Connectors: 8</b>
integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
<b>8.RWL.i1</b>	Use general academic and domain specific words and phrases accurately.	◐
<b>Progress Indicator: M.RWL.k</b>		<b>Core Content Connectors: 8</b>
interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)		
<b>8.RWL.k5</b>	Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	◐
<b>Progress Indicator: M.RWL.l</b>		<b>Core Content Connectors: 8</b>
analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)		
<b>8.RWL.l1</b>	Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.	◐

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<b>Core Content Connectors: Reading Word Level</b>		<b>Addressed with Readtopia</b>
<b>Grades 9-10</b>		
<b>Progress Indicator: H.RWL.b</b>		<b>Core Content Connectors: 9-10</b>
demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking		
<b>910.RWL.b1</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position in a sentence) as a clue to the meaning of a word or phrase.	◐
<b>910.RWL.b2</b>	Use newly acquired domain-specific words and phrases accurately.	◐
<b>Progress Indicator: H.RWL.c</b>		<b>Core Content Connectors: 9-10</b>
making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)		
<b>910.RWL.c1</b>	Identify the denotation for a known word.	◐
<b>910.RWL.c3</b>	Develop and explain ideas for why authors made specific word choices within text.	◐
<b>Progress Indicator: H.RWL.d</b>		<b>Core Content Connectors: 9-10</b>
interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts		
<b>910.RWL.d2</b>	Interpret figures of speech in context.	◐

Core Content Connectors: Reading Word Level		Addressed with Readtopia
<b>Grades 11-12</b>		
<b>Progress Indicator: H.RWL.b</b>		<b>Core Content Connectors: 11-12</b>
demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking		
<b>1112.RWL.b1</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	◐
<b>1112.RWL.b2</b>	Use newly acquired domain-specific words and phrases accurately.	◐
<b>Progress Indicator: H.RWL.c</b>		<b>Core Content Connectors: 11-12</b>
making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)		
<b>1112.RWL.c1</b>	Identify the denotation for a known word.	◐
<b>1112.RWL.c3</b>	Develop and explain ideas for why authors made specific word choices within text.	◐
<b>Progress Indicator: H.RWL.d</b>		<b>Core Content Connectors: 11-12</b>
interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts		
<b>1112.RWL.d2</b>	Interpret figures of speech in context.	◐
<b>1112.RWL.d3</b>	Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	◐

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# **Core Content Connectors: Writing Across All Types**

Core Content Connectors: Writing Across All Types		Addressed with Readtopia
Grade 6		
Core Content Connectors: 6		
<b>6.WA.1</b>	Use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	◐
<b>6.WA.3</b>	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details	◐
<b>6.WA.4</b>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	◐
<b>6.WA.6</b>	Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.	◐
<b>6.WA.7</b>	Identify and use pronouns accurately in writing.	◐
<b>6.WA.8</b>	Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.	◐
<b>6.WA.9</b>	Spell words correctly in writing.	◐
<b>6.WA.10</b>	Vary sentence patterns for meaning, reader interest, and style within writing.	◐
<b>6.WA.11</b>	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words.	◐
<b>6.WA.12</b>	Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	◐

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<b>Core Content Connectors: Writing Across All Types</b>	<b>Addressed with Readtopia</b>
<b>Grade 7</b>	

**Core Content Connectors: 7**

<b>7.WA.3</b>	Use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	◐
<b>7.WA.2</b>	Provide evidence from grade appropriate texts to support analysis, reflection, and research.	◐
<b>7.WA.4</b>	Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	◐
<b>7.WA.5</b>	Use simple, compound, complex, and compound-complex sentences within writing when appropriate.	◐
<b>7.WA.6</b>	Use phrases and clauses accurately within a sentence.	◐
<b>7.WA.7</b>	Use commas to separate coordinate adjectives.	◐
<b>7.WA.8</b>	Spell words correctly in writing.	◐
<b>7.WA.9</b>	Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy.	◐
<b>7.WA.10</b>	Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	◐

<b>Core Content Connectors: Writing Across All Types</b>	<b>Addressed with Readtopia</b>
<b>Grade 8</b>	

**Core Content Connectors: 8**

<b>8.WA.1</b>	Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).	◐
<b>8.WA.2</b>	Provide evidence from grade texts to support analysis, reflection, and research.	◐
<b>8.WA.3</b>	Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	◐
<b>8.WA.4</b>	Use active and passive verbs in writing.	◐
<b>8.WA.5</b>	Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.	◐
<b>8.WA.6</b>	Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.	◐
<b>8.WA.7</b>	Spell words correctly in writing.	◐
<b>8.WA.8</b>	Use active and passive voice in writing to achieve particular effect.	◐
<b>8.WA.9</b>	Use verbs in the conditional and subjunctive mood to achieve particular effect.	◐
<b>8.WA.10</b>	Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	◐



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<b>Core Content Connectors: Writing Across All Types</b>	<b>Addressed with Readtopia</b>
<b>Grades 9-10</b>	

**Core Content Connectors: 910**

<b>910.WA.1</b>	Use technology to produce and publish writing (e.g., use internet to gather information, word processing to generate and collaborate on writing).	◐
<b>910.WA.2</b>	Provide evidence from literary or informational texts to support analysis, reflection, and research.	◐
<b>910.WA.3</b>	Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	◐
<b>910.WA.4</b>	Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.	◐
<b>910.WA.5</b>	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.	◐
<b>910.WA.6</b>	Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.	◐
<b>910.WA.7</b>	Spell correctly in writing.	◐
<b>910.WA.8</b>	Write and edit work to conform to guidelines in a style manual.	◐
<b>910.WA.10</b>	Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	◐

<b>Core Content Connectors: Writing Across All Types</b>	<b>Addressed with Readtopia</b>
<b>Grades 11-12</b>	

**Core Content Connectors: 1112**

<b>1112.WA.1</b>	Use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	◐
<b>1112.WA.2</b>	Provide evidence from literary or informational texts to support analysis, reflection, and research.	◐
<b>1112.WA.3</b>	Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	◐
<b>1112.WA.4</b>	Use hyphenation conventions.	◐
<b>1112.WA.5</b>	Spell correctly in writing.	◐
<b>1112.WA.6</b>	Vary syntax within writing for effect.	◐
<b>1112.WA.7</b>	Write and edit work to conform to guidelines in a style manual.	◐
<b>1112.WA.8</b>	Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	◐

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# **Core Content Connectors: Habits and Dispositions**

Core Content Connectors: Habits and Dispositions		Addressed with Readtopia
<b>Grade 6</b>		
<b>Progress Indicator: M.HD.a</b>		<b>Core Content Connectors: 6</b>
varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)		
<b>6.HD.a1</b>	Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.	◐
<b>6.HD.a2</b>	Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.	◐
<b>Progress Indicator: M.HD.b</b>		<b>Core Content Connectors: 6</b>
self-monitoring and deepening comprehension with metacognitive self-talk ( <i>"I wonder..."</i> , <i>"Now I know...so I think this means that..."</i> )		
<b>Progress Indicator: M.HD.c</b>		<b>Core Content Connectors: 6</b>
flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks		
<b>6.HD.c1</b>	Utilize different comprehension strategies depending upon the text or literacy task.	◐
<b>Progress Indicator: M.HD.d</b>		<b>Core Content Connectors: 6</b>
flexibly making editing and revision choices and sustaining effort to fit composition needs		
<b>6.HD.d1</b>	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	◐
<b>Progress Indicator: M.HD.e</b>		<b>Core Content Connectors: 6</b>
actively contributing and supporting relevant individual perspectives in book or writing discussions		
<b>6.HD.e1</b>	Make appropriate comments that contribute to a collaborative discussion.	◐
<b>6.HD.e2</b>	Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.	◐
<b>Progress Indicator: M.HD.f</b>		<b>Core Content Connectors: 6</b>
setting personal goals, identifying strategies, and monitoring progress to improve reading or writing		
<b>6.HD.f1</b>	Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.	◐
<b>6.HD.f2</b>	Monitor writing progress (within the writing process—prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.	◐

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<b>Core Content Connectors: Habits and Dispositions</b>		<b>Addressed with Readtopia</b>
<b>Grade 7</b>		
<b>Progress Indicator: M.HD.g</b>		<b>Core Content Connectors: 7</b>
expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)		
<b>7.HD.g1</b>	Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.	◐
<b>Progress Indicator: M.HD.h</b>		<b>Core Content Connectors: 7</b>
developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)		
<b>7.HD.h1</b>	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.	◐
<b>7.HD.h2</b>	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.	◐
<b>7.HD.h3</b>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	◐
<b>Progress Indicator: M.HD.i</b>		<b>Core Content Connectors: 7</b>
sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products		
<b>7.HD.i1</b>	Use information and feedback to refine understanding or products.	◐
<b>7.HD.i2</b>	Use feedback from adults and peers to improve writing.	◐
<b>Progress Indicator: M.HD.j</b>		<b>Core Content Connectors: 7</b>
using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)		
<b>7.HD.j1</b>	Use information and feedback to refine own thinking.	◐
<b>7.HD.j2</b>	Evaluate print and digital sources to refine ideas or thoughts while writing.	◐

Core Content Connectors: Habits and Dispositions		Addressed with Readtopia
<b>Grade 8</b>		
<b>Progress Indicator: M.HD.g</b>		<b>Core Content Connectors: 8</b>
expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)		
<b>8.HD.g1</b>	Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.	◐
<b>Progress Indicator: M.HD.h</b>		<b>Core Content Connectors: 8</b>
developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)		
<b>8.HD.h1</b>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).	◐
<b>8.HD.h2</b>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).	◐
<b>8.HD.h3</b>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	◐
<b>Progress Indicator: M.HD.i</b>		<b>Core Content Connectors: 8</b>
sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products		
<b>8.HD.i1</b>	Use information and feedback to refine understanding.	◐
<b>8.HD.i2</b>	Use feedback from adults and peers to clarify writing.	◐
<b>Progress Indicator: M.HD.j</b>		<b>Core Content Connectors: 8</b>
using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)		
<b>8.HD.j1</b>	Use information and feedback to clarify meaning for readers.	◐
<b>8.HD.j2</b>	Evaluate print and digital sources to refine ideas or thoughts while writing.	◐

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(and/or can be met with additional teacher input)

<b>Core Content Connectors: Habits and Dispositions</b>		<b>Addressed with Readtopia</b>
<b>Grades 9-10</b>		
<b>Progress Indicator: H.HD.a</b>		<b>Core Content Connectors: 910</b>
reading grade level texts to accomplish academic or personal goals		
<b>910.HD.a1</b>	Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.	◐
<b>Progress Indicator: H.HD.b</b>		<b>Core Content Connectors: 910</b>
reflecting on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)		
<b>910.HD.b1</b>	Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.	◐
<b>910.HD.b2</b>	Summarize points of agreement and disagreement within a discussion on a given topic or text.	◐
<b>910.HD.b3</b>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	◐
<b>Progress Indicator: H.HD.d</b>		<b>Core Content Connectors: 910</b>
tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)		
<b>910.HD.d1</b>	Use self-reflection and self-evaluation of permanent products to track performance and progress.	◐
<b>Progress Indicator: H.HD.e</b>		<b>Core Content Connectors: 910</b>
independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)		
<b>910.HD.e1</b>	Read challenging grade appropriate texts.	◐
<b>Progress Indicator: H.HD.f</b>		<b>Core Content Connectors: 910</b>
interpreting requirements, planning, and persevering through complex/extended literacy tasks		
<b>910.HD.f1</b>	Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.	◐

<b>Core Content Connectors: Habits and Dispositions</b>		<b>Addressed with Readtopia</b>
<b>Grades 9-10 (Continued):</b>		
<b>Progress Indicator: H.HD.h</b>		<b>Core Content Connectors: 910</b>
pursuing interactions/discourse with a widening community of readers and writers		
<b>910.HD.h1</b>	Work with peers to set rules for collegial discussions and decision-making.	◐
<b>910.HD.h2</b>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.	◐
<b>910.HD.h3</b>	Engage appropriately in discussion with others who have a diverse or divergent perspective.	◐



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<b>Core Content Connectors: Habits and Dispositions</b>		<b>Addressed with Readtopia</b>
<b>Grades 11-12</b>		
<b>Progress Indicator: H.HD.a</b>		<b>Core Content Connectors: 1112</b>
reading grade level texts to accomplish academic or personal goals		
<b>1112.HD.a1</b>	Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.	◐
<b>Progress Indicator: H.HD.b</b>		<b>Core Content Connectors: 1112</b>
reflection on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)		
<b>1112.HD.b1</b>	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.	◐
<b>1112.HD.b2</b>	Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.	◐
<b>1112.HD.b3</b>	Summarize points of agreement and disagreement within a discussion on a given topic or text.	◐
<b>1112.HD.b4</b>	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	◐
<b>Progress Indicator: H.HD.d</b>		<b>Core Content Connectors: 1112</b>
tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)		
<b>1112.HD.d1</b>	Use self-reflection and self-evaluation of permanent products to track performance and progress.	◐
<b>Progress Indicator: H.HD.e</b>		<b>Core Content Connectors: 1112</b>
independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)		
<b>1112.HD.e1</b>	Independently read challenging grade appropriate texts.	◐
<b>Progress Indicator: H.HD.f</b>		<b>Core Content Connectors: 1112</b>
interpreting requirements, planning, and persevering through complex/extended literacy tasks		
<b>910.HD.f1</b>	Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.	◐

Core Content Connectors: Habits and Dispositions		Addressed with Readtopia
<b>Grades 11-12 (Continued):</b>		
<b>Progress Indicator: H.HD.h</b>		<b>Core Content Connectors: 1112</b>
pursuing interactions/discourse with a widening community of readers and writers		
<b>1112.HD.h1</b>	Work with peers to promote democratic discussions.	◐
<b>1112.HD.h2</b>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.	◐
<b>1112.HD.h3</b>	Engage appropriately in discussion with others who have a diverse or divergent perspectives.	◐

The background features a stylized world map with continents in light green, orange, and purple. At the bottom, there is a stylized illustration of an open book with orange pages and a light blue cover.

# **Core Content Connectors: Informational Writing**

Core Content Connectors: Informational Writing		Addressed with Readtopia
<b>Grade 6</b>		
<b>Progress Indicator: M.WI.a</b>		<b>Core Content Connectors: 6</b>
independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format		
<b>6.WI.a1</b>	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	◐
<b>Progress Indicator: M.WI.b</b>		<b>Core Content Connectors: 6</b>
using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/contrast, cause/effect, problem/solution) related to topics/subtopics		
<b>6.WI.b1</b>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	◐
<b>6.WI.b2</b>	Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).	◐
<b>Progress Indicator: M.WI.d</b>		<b>Core Content Connectors: 6</b>
selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea		
<b>6.WI.d1</b>	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.	◐
<b>6.WI.d2</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	◐
<b>Progress Indicator: M.WI.g</b>		<b>Core Content Connectors: 6</b>
writing a conclusion that links back to the focus/central idea and provides a sense of closure		
<b>6.WI.g1</b>	Provide a concluding statement or section that follows from and summarizes the information presented.	◐
<b>Progress Indicator: E.WI.h</b>		<b>Core Content Connectors: 6</b>
applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/visual/auditory components		
<b>6.WI.h1</b>	With guidance and support from peers and adults, strengthen writing as needed by revising and editing.	◐
<b>6.WI.h2</b>	Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	◐

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<b>Core Content Connectors: Informational Writing</b>		<b>Addressed with Readtopia</b>
<b>Grade 7</b>		
<b>Progress Indicator: M.WI.j</b>		<b>Core Content Connectors: 7</b>
analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue		
<b>7.WI.j1</b>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion) focused on a specific purpose and audience.	◐
<b>7.WI.j2</b>	Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	◐
<b>7.WI.j3</b>	Introduce a topic clearly, previewing information to follow and summarizing stated focus.	◐
<b>Progress Indicator: M.WI.l</b>		<b>Core Content Connectors: 7</b>
including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice		
<b>7.WI.l1</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	◐
<b>Progress Indicator: M.WI.m</b>		<b>Core Content Connectors: 7</b>
selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea		
<b>7.WI.m1</b>	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.	◐
<b>7.WI.m2</b>	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.	◐
<b>Progress Indicator: M.WI.n</b>		<b>Core Content Connectors: 7</b>
drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis		
<b>7WI.n1</b>	Provide a concluding statement or section that follows from and supports the information presented.	◐

Core Content Connectors: Informational Writing		Addressed with Readtopia
Grade 7 (Continued):		
Progress Indicator: M.HD.o	Core Content Connectors: 7	
applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited		
<b>7.WI.o1</b>	Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	◐
<b>7.WI.o2</b>	With guidance and support from peers and adults, strengthen writing by revising and editing.	◐
<b>7.WI.o3</b>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.	◐

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<b>Core Content Connectors: Informational Writing</b>		<b>Addressed with Readtopia</b>
<b>Grade 8</b>		
<b>Progress Indicator: M.WI.j</b>		<b>Core Content Connectors: 8</b>
analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue		
<b>8.WI.j1</b>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	◐
<b>8.WI.j2</b>	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	◐
<b>8.WI.j3</b>	Provide a clear introduction, previewing information to follow and summarizing stated focus.	◐
<b>Progress Indicator: M.WI.I</b>		<b>Core Content Connectors: 8</b>
including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice		
<b>8.WI.I1</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	◐
<b>Progress Indicator: M.WI.m</b>		<b>Core Content Connectors: 8</b>
selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea		
<b>8.WI.m1</b>	Develop the topic (e.g., add additional information related to the topic) with relevant well chosen facts, definitions, concrete details, quotations, or other information and examples.	◐
<b>8.WI.m2</b>	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.	◐
<b>Progress Indicator: M.WI.n</b>		<b>Core Content Connectors: 8</b>
drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis		
<b>8WI.n1</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.	◐

<b>Core Content Connectors: Informational Writing</b>		<b>Addressed with Readtopia</b>
<b>Grade 8 (Continued):</b>		
<b>Progress Indicator: M.WI.o</b>	<b>Core Content Connectors: 8</b>	
<p>applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited</p>		
<b>8.WI.o1</b>	Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	◐
<b>8.WI.o2</b>	With guidance and support from peers and adults, strengthen writing by revising and editing.	◐
<b>8.WI.o3</b>	Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.	◐



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<b>Core Content Connectors: Informational Writing</b>		<b>Addressed with Readtopia</b>
<b>Grades 9-10</b>		
<b>Progress Indicator: H.WI.b</b>	<b>Core Content Connectors: 9-10</b>	
organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis		
<b>910.WI.b1</b>	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	◐
<b>910.WI.b2</b>	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.	◐
<b>910.WI.b3</b>	Provide a clear introduction, previewing information to follow and summarizing stated focus.	◐
<b>910.WI.b4</b>	Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.	◐
<b>Progress Indicator: H.WI.d</b>	<b>Core Content Connectors: 9-10</b>	
including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone		
<b>910.WI.d1</b>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	◐
<b>Progress Indicator: H.WI.e</b>	<b>Core Content Connectors: 9-10</b>	
Drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented		
<b>910.WI.e1</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.	◐
<b>Progress Indicator: H.WI.f</b>	<b>Core Content Connectors: 9-10</b>	
Editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice		
<b>910.WI.f1</b>	Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	◐
<b>910.WI.f2</b>	Strengthen writing by revising and editing.	◐
<b>910.WI.f3</b>	Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.	◐

Core Content Connectors: Informational Writing		Addressed with Readtopia
<b>Grades 11-12</b>		
<b>Progress Indicator: H.WI.b</b>		<b>Core Content Connectors: 11-12</b>
organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis		
<b>1112.WI.b1</b>	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	◐
<b>1112.WI.b2</b>	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	◐
<b>1112.WI.b3</b>	Provide a clear introduction, previewing information to follow and summarizing stated focus.	◐
<b>1112.WI.b4</b>	Provide the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.	◐
<b>Progress Indicator: H.WI.d</b>		<b>Core Content Connectors: 11-12</b>
including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone		
<b>1112.WI.d1</b>	Use precise language, and domain-specific vocabulary to manage the complexity of the topic.	◐
<b>Progress Indicator: H.WI.e</b>		<b>Core Content Connectors: 11-12</b>
drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented		
<b>1112.HD.e1</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.	◐
<b>Progress Indicator: H.WI.f</b>		<b>Core Content Connectors: 11-12</b>
editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice		
<b>1112.WI.f1</b>	Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	◐
<b>1112.WI.f2</b>	Strengthen writing by revising and editing.	◐
<b>1112.WI.f3</b>	Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.	◐

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# **Core Content Connectors: Literary Writing**

Core Content Connectors: Literary Writing		Addressed with Readtopia
<b>Grade 6</b>		
<b>Progress Indicator: M.WL.a</b>		<b>Core Content Connectors: 6</b>
employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme		
<b>6.WL.a1</b>	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	◐
<b>Progress Indicator: M.WL.b</b>		<b>Core Content Connectors: 6</b>
setting the context and tone (e.g., opening lead to ‘hook’ readers) and establishing a point of view		
<b>6.WL.b1</b>	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	◐
<b>Progress Indicator: M.WL.d</b>		<b>Core Content Connectors: 6</b>
selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g. depict character traits, motivations, actions, and interactions)		
<b>6.WL.d1</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	◐
<b>Progress Indicator: M.WL.g</b>		<b>Core Content Connectors: 6</b>
writing a conclusion that ties elements together, supports the theme, and provides a sense of closure		
<b>6.WL.g1</b>	Provide a conclusion that follows from the narrated experiences or events.	◐
<b>Progress Indicator: M.WL.h</b>		<b>Core Content Connectors: 6</b>
applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)		
<b>6.WL.h1</b>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	◐
<b>6.WL.h2</b>	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	◐

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<b>Core Content Connectors: Literary Writing</b>		<b>Addressed with Readtopia</b>
<b>Grade 7</b>		
<b>Progress Indicator: M.WL.i</b>		<b>Core Content Connectors: 7</b>
employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style		
<b>7.WL.i1</b>	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	◐
<b>Progress Indicator: M.WL.j</b>		<b>Core Content Connectors: 7</b>
setting the context and tone (e.g., an opening lead to ‘hook’ readers) and establishing a point of view and discourse style		
<b>7.WL.j1</b>	Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.	◐
<b>Progress Indicator: M.WL.l</b>		<b>Core Content Connectors: 7</b>
selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response		
<b>7.WL.l1</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	◐
<b>Progress Indicator: M.WL.n</b>		<b>Core Content Connectors: 7</b>
refining overall coherence with literary techniques or realistic accuracy (e.g., historical, geographic, technical, etc.)		
<b>7.WL.n1</b>	Use words, phrases, or gathered information to accurately reflect literary context.	◐
<b>Progress Indicator: M.WL.o</b>		<b>Core Content Connectors: 7</b>
writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about		
<b>7.WL.o1</b>	Provide a conclusion that follows from the narrated experiences or events.	◐
<b>Progress Indicator: M.WL.p</b>		<b>Core Content Connectors: 7</b>
applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader		
<b>7.WL.p1</b>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	◐
<b>7.WL.p2</b>	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	●

Core Content Connectors: Literary Writing		Addressed with Readtopia
<b>Grade 8</b>		
<b>Progress Indicator: M.WL.i</b>		<b>Core Content Connectors: 8</b>
employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style		
<b>8.WL.i1</b>	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	●
<b>Progress Indicator: M.WL.j</b>		<b>Core Content Connectors: 8</b>
setting the context and tone (e.g., an opening lead to ‘hook’ readers) and establishing a point of view and discourse style		
<b>8.WL.j1</b>	Orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	●
<b>Progress Indicator: M.WL.l</b>		<b>Core Content Connectors: 8</b>
selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response		
<b>8.WL.l1</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	●
<b>Progress Indicator: M.WL.o</b>		<b>Core Content Connectors: 8</b>
writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about		
<b>8.WL.o1</b>	Provide a conclusion that follows from the narrated experiences or events.	●
<b>Progress Indicator: M.WL.p</b>		<b>Core Content Connectors: 8</b>
applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader		
<b>8.WL.p1</b>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	◐
<b>8.WL.p2</b>	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	●

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<b>Core Content Connectors: Literary Writing</b>		<b>Addressed with Readtopia</b>
<b>Grades 9-10</b>		
<b>Progress Indicator: H.WL.a</b>		<b>Core Content Connectors: 9-10</b>
employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style		
<b>910.WL.a1</b>	Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	●
<b>Progress Indicator: H.WL.b</b>		<b>Core Content Connectors: 9-10</b>
setting the context and tone (e.g., an opening lead to ‘hook’ readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)		
<b>910.WL.b1</b>	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.	●
<b>910.WL.b2</b>	Engage and orient the reader to the narrator and/or characters.	●
<b>Progress Indicator: H.WL.c</b>		<b>Core Content Connectors: 9-10</b>
sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle/implicit foreshadowing)		
<b>910.WL.c2</b>	Sequence events so that they build on one another to create a coherent whole.	●
<b>Progress Indicator: H.WL.d</b>		<b>Core Content Connectors: 9-10</b>
selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)		
<b>910.WL.d1</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	●
<b>Progress Indicator: H.WL.o</b>		<b>Core Content Connectors: 9-10</b>
writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)		
<b>910.WL.o1</b>	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	●

<b>Core Content Connectors: Literary Writing</b>		<b>Addressed with Readtopia</b>
<b>Grades 9-10 (Continued):</b>		
<b>Progress Indicator: H.WL.p</b>		<b>Core Content Connectors: 9-10</b>
applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style		
<b>910.WL.p1</b>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	◐
<b>910.WL.p2</b>	Strengthen writing by revising and editing (e.g., review product, strengthening story).	●



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<b>Core Content Connectors: Literary Writing</b>		<b>Addressed with Readtopia</b>
<b>Grades 11-12</b>		
<b>Progress Indicator: H.WL.a</b>		<b>Core Content Connectors: 11-12</b>
employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style		
<b>1112.WL.a1</b>	Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	◐
<b>Progress Indicator: H.WL.b</b>		<b>and appropriate for the audience.</b>
setting the context and tone (e.g., an opening lead to ‘hook’ readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)		
<b>1112.WL.b1</b>	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.	◐
<b>1112.WL.b2</b>	Engage and orient the reader to the narrator and/or characters	◐
<b>Progress Indicator: H.WL.d</b>		<b>Core Content Connectors: 11-12</b>
selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)		
<b>1112.WL.d1</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	◐
<b>Progress Indicator: H.WL.p</b>		<b>Core Content Connectors: 11-12</b>
applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style		
<b>1112.WL.p1</b>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	◐
<b>1112.WL.p2</b>	Strengthen writing by revising and editing (e.g., review product, strengthening story).	◐

A stylized world map in the background, with continents represented by soft, pastel colors: orange for North America, green for Europe and Africa, purple for Asia, and blue for Australia. The map is centered and serves as a backdrop for the title text.

# **Core Content Connectors: Persuasive Writing**

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<b>Core Content Connectors: Persuasive Writing</b>		<b>Addressed with Readtopia</b>
<b>Grade 6</b>		
<b>Progress Indicator: M.WP.b</b>		<b>Core Content Connectors: 6</b>
using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view		
<b>6.WP.b1</b>	With guidance and support from peers and adults, develop a plan for writing ( e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	◐
<b>Progress Indicator: M.WP.c</b>		<b>Core Content Connectors: 6</b>
establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented		
<b>6.WP.c1</b>	Provide an introduction that introduces the writer’s claim within persuasive text.	◐
<b>6.WP.c2</b>	Create an organizational structure in which ideas are logically grouped to support the writer’s claim.	◐
<b>Progress Indicator: M.WP.d</b>		<b>Core Content Connectors: 6</b>
selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience		
<b>6.WP.d1</b>	Write arguments to support claims with clear reasons and relevant evidence from credible sources.	◐
<b>Progress Indicator: M.WP.e</b>		<b>Core Content Connectors: 6</b>
Developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers		
<b>6.WP.e1</b>	Use words, phrases and clauses to link claims and reasons.	◐
<b>Progress Indicator: M.WP.g</b>		<b>Core Content Connectors: 6</b>
Writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn		
<b>6.WP.g1</b>	Provide a concluding statement or section that follows the argument presented.	◐

Core Content Connectors: Persuasive Writing		Addressed with Readtopia
<b>Grade 6 (Continued):</b>		
<b>Progress Indicator: M.WP.h</b>	<b>Core Content Connectors: 6</b>	
applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)		
<b>6.WP.h1</b>	Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.	◐
<b>6.WP.h2</b>	With guidance and support from peers and adults, strengthen writing by revising and editing.	◐

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<b>Core Content Connectors: Persuasive Writing</b>		<b>Addressed with Readtopia</b>
<b>Grade 7</b>		
<b>Progress Indicator: M.WP.j</b>		<b>Core Content Connectors: 7</b>
using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view		
<b>7.WP.j1</b>	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion) focused on a specific purpose and audience.	◐
<b>Progress Indicator: M.WP.k</b>		<b>Core Content Connectors: 7</b>
establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented		
<b>7.WP.k1</b>	Provide an introduction that introduces the writer’s claims and acknowledges alternate or opposing claims.	◐
<b>7.WP.k2</b>	Create an organizational structure in which ideas are logically grouped to support the writer’s claim.	◐
<b>Progress Indicator: M.WP.l</b>		<b>Core Content Connectors: 7</b>
selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience		
<b>7.WP.l2</b>	Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.	◐
<b>Progress Indicator: M.WP.n</b>		<b>Core Content Connectors: 7</b>
drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition		
<b>7.WP.n1</b>	Provide a concluding statement or section that supports and summarizes the argument presented.	◐
<b>Progress Indicator: M.WP.o</b>		<b>Core Content Connectors: 7</b>
applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)		
<b>7.WP.o1</b>	Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.	◐
<b>7.WP.o2</b>	With guidance and support from peers and adults, strengthen writing by revising and editing.	◐

Core Content Connectors: Persuasive Writing		Addressed with Readtopia
<b>Grade 8</b>		
<b>Progress Indicator: M.WP.j</b>		<b>Core Content Connectors: 8</b>
using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view		
<b>8.WP.j2</b>	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) focused on a specific purpose and audience.	◐
<b>Progress Indicator: M.WP.k</b>		<b>Core Content Connectors: 8</b>
establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented		
<b>8.WP.k1</b>	Provide an introduction that introduces the writer’s claims and distinguishes it from alternate or opposing claims.	◐
<b>8.WP.k2</b>	Create an organizational structure in which ideas are logically grouped to support the writer’s claim.	◐
<b>Progress Indicator: M.WP.l</b>		<b>Core Content Connectors: 8</b>
selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience		
<b>8.WP.l2</b>	Use words, phrases and clauses to link opinions and reasons and to clarify relationship of ideas.	◐
<b>Progress Indicator: M.WP.n</b>		<b>Core Content Connectors: 8</b>
drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition		
<b>8.WP.n1</b>	Provide a concluding statement or section that supports and summarizes the argument presented.	◐
<b>Progress Indicator: M.WP.o</b>		<b>Core Content Connectors: 8</b>
applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)		
<b>8.WP.o1</b>	Produce a clear and coherent permanent product that is appropriate to the specific task, purpose, (e.g., to persuade), and audience.	◐
<b>8.WP.o2</b>	With guidance and support from peers and adults, strengthen writing by revising and editing.	◐

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<b>Core Content Connectors: Persuasive Writing</b>		<b>Addressed with Readtopia</b>
<b>Grades 9-10</b>		
<b>Progress Indicator: H.WP.b</b>	<b>Core Content Connectors: 910</b>	
organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims-counter claims) either to support or refute the focus/thesis		
<b>910.WP.b2</b>	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter-claim, conclude argument) focused on a specific purpose and audience.	◐
<b>910.WP.b3</b>	Introduce claim(s) for an argument that reflects knowledge of the topic.	◐
<b>910.WP.b5</b>	Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claim(s), reasons, and evidence.	◐
<b>Progress Indicator: H.WP.c</b>	<b>Core Content Connectors: 910</b>	
establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims-counter claims as appropriate to intended audience		
<b>910.WP.c1</b>	Develop clear claim(s) with specific evidence for a topic or text.	◐
<b>910.WP.c2</b>	Use words, phrases, and clauses to create cohesion within writing.	◐
<b>910.WP.c3</b>	Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.	◐
<b>Progress Indicator: H.WP.e</b>	<b>Core Content Connectors: 910</b>	
articulating a conclusion that expresses implications, state the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing		
<b>910.WP.e1</b>	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.	◐
<b>Progress Indicator: H.WP.f</b>	<b>Core Content Connectors: 910</b>	
editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message		
<b>9-10.WP.f1</b>	Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.	◐
<b>9-10.WP.f2</b>	Strengthen writing by revising and editing.	◐

Core Content Connectors: Persuasive Writing		Addressed with Readtopia
<b>Grades 11-12</b>		
<b>Progress Indicator: H.WP.b</b>		<b>Core Content Connectors: 1112</b>
Organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims-counter claims) either to support or refute the focus/thesis		
<b>1112.WP.b2</b>	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.	◐
<b>1112.WP.b3</b>	Introduce claim(s) for an argument that reflects knowledge of the topic.	◐
<b>1112.WP.b6</b>	Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reasons, and evidence.	◐
<b>Progress Indicator: H.WP.c</b>		<b>Core Content Connectors: 1112</b>
establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims-counter claims as appropriate to intended audience		
<b>1112.WP.c1</b>	Develop clear claim(s) with the most relevant evidence for a topic or text.	◐
<b>1112.WP.c2</b>	Use words, phrases, and clauses to create cohesion within writing.	◐
<b>1112.WP.c3</b>	Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.	◐
<b>Progress Indicator: H.WP.e</b>		<b>Core Content Connectors: 1112</b>
articulating a conclusion that expresses implications, states the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing		
<b>1112.WP.e1</b>	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.	◐
<b>Progress Indicator: H.WP.f</b>		<b>Core Content Connectors: 1112</b>
editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message		
<b>11-12.WP.f1</b>	Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.	◐
<b>1112.WP.f2</b>	Strengthen writing by revising and editing.	◐