

Patterns *of* **POWER**

PATTERNS OF POWER, GRADES 6–8

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CORRELATION TO

**Common Core State Standards (CCSS)
English Language Arts**

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Patterns of Power, Grade 6

CORRELATION TO

Common Core State Standards (CCSS) English Language Arts

Note: Any lessons with (E) indicate the standard is addressed in the INVITATION TO EDIT/EDITING CONVERSATIONS section.

| Common Core Language Standards | |
|---|---|
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. | |
| (A) Ensure that pronouns are in the proper case (subjective, objective, possessive). | 4.3, 6.5(E), 10.12(E), 11.1, 11.2 |
| (B) Use intensive pronouns (e.g., myself, ourselves). | 11.3, 11.4 |
| (C) Recognize and correct inappropriate shifts in pronoun number and person. | 4.1(E), 10.12(E), 11.1, 11.2, 11.3(E) |
| (D) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | 11.1, 11.2, 11.3(E) |
| (E) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | 10.7(E), 11.1, 12.1(E) |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| (A) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | 6.3, 6.5, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 10.6, 10.7, 10.8 |
| Common Core Speaking and Listening Standards | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. | |
| (A) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | This standard is addressed through student discussion and interaction within each of the following invitations of every lesson: <ul style="list-style-type: none">• Invitation to Compare & Contrast• Invitation to Imitate• Invitation to Apply• Invitation to Edit/Editing Conversations |

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| (B) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | This standard is an expectation that is set in each of the Invitations to Notice and followed throughout each of the invitations of the <i>Patterns of Power</i> process. |
| (C) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | Questions may arise within the Invitation to Notice that require student response and elaboration. This standard is then carried on throughout all of the following invitations. |
| (D) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | This standard is addressed beginning in the Invitation to Compare & Contrast for each lesson, where students reflect on understandings from the previous invitation. This reflection and paraphrasing of understanding is carried on throughout the rest of the invitations for each lesson. |

Patterns of Power, Grade 7

CORRELATION TO

Common Core State Standards (CCSS) English Language Arts

Note: Any lessons with (E) indicate the standard is addressed in the INVITATION TO EDIT/EDITING CONVERSATIONS section.

| Common Core Language Standards | |
|---|---|
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. | |
| (A) Explain the function of phrases and clauses in general and their function in specific sentences. | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 |
| (B) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | simple sentences: 4.1, 4.2, 4.3, 4.4, 4.5 compound sentences: 5.1, 5.2, 5.3, 5.4, 5.5 complex sentences: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 compound-complex sentences: 5.3(E), 13.1 |
| (C) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| (A) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). | 4.4, 8.1, 11.4, 13.2, 13.3 |
| Common Core Speaking and Listening Standards | |
| Comprehension and Collaboration | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. | |
| (A) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | This standard is addressed through student discussion and interaction within each of the following invitations of every lesson: <ul style="list-style-type: none">• Invitation to Compare & Contrast• Invitation to Imitate• Invitation to Apply• Invitation to Edit/Editing Conversations |

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| (B) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | This standard is an expectation that is set in each of the Invitations to Notice and followed throughout each of the invitations of the <i>Patterns of Power</i> process. |
| (C) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. | Questions may arise within the Invitation to Notice that require student response and elaboration. This standard is then carried on throughout all of the following invitations. |
| (D) Acknowledge new information expressed by others and, when warranted, modify their own views. | This standard is addressed beginning in the Invitation to Compare & Contrast for each lesson, where students reflect on understandings from the previous invitation. This reflection and paraphrasing of understanding is carried on throughout the rest of the invitations for each lesson. |

Patterns of Power, Grade 8

CORRELATION TO

Common Core State Standards (CCSS) English Language Arts

Note: Any lessons with (E) indicate the standard is addressed in the INVITATION TO EDIT/EDITING CONVERSATIONS section.

| Common Core Language Standards | |
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| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. | |
| (A) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | 8.4, 9.1, 9.2, 9.3, 10.2 |
| (B) Form and use verbs in the active and passive voice. | 8.1, 8.2, 8.3, 8.4, 8.5 |
| (C) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | 7.1, 8.1, 8.2, 8.3, 8.4, 8.5 |
| (D) Recognize and correct inappropriate shifts in verb voice and mood. | 8.1, 8.2, 8.3, 8.4, 8.5 |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| (A) Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | 5.4(E), 5.5(E), 7.2, 7.5, 10.2, 10.3, 10.9 |
| (B) Use an ellipsis to indicate an omission. | 4.5, 6.3, 7.3, 10.10 |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| (A) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | 7.1, 8.1, 8.4, 8.5 |
| Common Core Speaking and Listening Standards | |
| Comprehension and Collaboration | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | |

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| <p>(A) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> | <p>This standard is addressed through student discussion and interaction within each of the following invitations of every lesson:</p> <ul style="list-style-type: none"> • Invitation to Compare & Contrast • Invitation to Imitate • Invitation to Apply • Invitation to Edit/Editing Conversations |
| <p>(B) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> | <p>This standard is an expectation that is set in each of the Invitations to Notice and followed throughout each of the invitations of the <i>Patterns of Power</i> process.</p> |
| <p>(C) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> | <p>Questions may arise within the Invitation to Notice that require student response and elaboration. This standard is then carried on throughout all of the following invitations.</p> |
| <p>(D) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> | <p>This standard is addressed beginning in the Invitation to Compare & Contrast for each lesson, where students reflect on understandings from the previous invitation. This reflection and paraphrasing of understanding is carried on throughout the rest of the invitations for each lesson.</p> |

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