

Patterns *of* **POWER**

PATTERNS OF POWER, GRADES 6–8

BY JEFF ANDERSON, TRAVIS LEECH, AND MELINDA CLARK

CORRELATION TO

**New York State Next Generation Learning Standards
English Language Arts**

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Patterns of Power, Grade 6

CORRELATION TO

New York State Next Generation Learning Standards English Language Arts

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

New York State Next Generation Learning Standards: Conventions of Academic English/Language for Learning	
Anchor Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	
Core Convention Skills for Grades 6–8:	
Ensure that pronouns are in the proper case (subjective, objective, and possessive).	4.3, 6.5(E), 10.12(E), 11.1, 11.2
Recognize and correct inappropriate shifts in pronoun number and person.	4.1(E), 10.12(E), 11.1, 11.2, 11.3(E)
Recognize and correct pronouns that have unclear or ambiguous antecedents.	11.1, 11.2, 11.3(E)
Explain the function of phrases and clauses in general, as well as in specific sentences.	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8
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
Use 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
Explain the function of verbals (gerunds, participles, infinitives).	8.4, 9.1, 9.2, 9.3, 10.2
Form and use verbs in the active and passive voice.	8.1, 8.2, 8.3, 8.4, 8.5
Recognize and correct inappropriate verb shifts.	8.1, 8.2, 8.3, 8.4, 8.5
Anchor Standard L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	
Core Punctuation and Spelling Skills for Grades 6–8:	
Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	5.4(E), 5.5(E), 6.3, 6.5, 7.2, 7.3, 7.5, 7.6, 7.7, 8.4, 10.2, 10.6, 10.7, 10.8, 10.9(E), 10.12(E)

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
Use an ellipsis to indicate an omission.	4.5, 6.3, 7.3, 10.10
New York State Next Generation Speaking and Listening Standards	
Comprehension and Collaboration	
6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	
6SL1a: Come to discussions prepared, having read or studied required material; 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
6SL1b: Follow norms 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.
6SL1c: 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.
6SL1d: Consider the 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

New York State Next Generation Learning Standards English Language Arts

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

New York State Next Generation Learning Standards: Conventions of Academic English/Language for Learning	
Anchor Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	
Core Convention Skills for Grades 6–8:	
Ensure that pronouns are in the proper case (subjective, objective, and possessive).	4.3, 6.5(E), 10.12(E), 11.1, 11.2
Recognize and correct inappropriate shifts in pronoun number and person.	4.1(E), 10.12(E), 11.1, 11.2, 11.3(E)
Recognize and correct pronouns that have unclear or ambiguous antecedents.	11.1, 11.2, 11.3(E)
Explain the function of phrases and clauses in general, as well as in specific sentences.	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8
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
Use 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
Explain the function of verbals (gerunds, participles, infinitives).	8.4, 9.1, 9.2, 9.3, 10.2
Form and use verbs in the active and passive voice.	8.1, 8.2, 8.3, 8.4, 8.5
Recognize and correct inappropriate verb shifts.	8.1, 8.2, 8.3, 8.4, 8.5
Anchor Standard L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	
Core Punctuation and Spelling Skills for Grades 6–8:	
Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	5.4(E), 5.5(E), 6.3, 6.5, 7.2, 7.3, 7.5, 7.6, 7.7, 8.4, 10.2, 10.6, 10.7, 10.8, 10.9(E), 10.12(E)

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
Use an ellipsis to indicate an omission.	4.5, 6.3, 7.3, 10.10
New York State Next Generation Speaking and Listening Standards	
Comprehension and Collaboration	
7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	
7SL1a: Come to discussions prepared, having read or researched material under study; 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
7SL1b: Follow norms 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.
7SL1c: 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.
7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal 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

New York State Next Generation Learning Standards English Language Arts

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

New York State Next Generation Learning Standards: Conventions of Academic English/Language for Learning	
Anchor Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	
Core Convention Skills for Grades 6–8:	
Ensure that pronouns are in the proper case (subjective, objective, and possessive).	4.3, 6.5(E), 10.12(E), 11.1, 11.2
Recognize and correct inappropriate shifts in pronoun number and person.	4.1(E), 10.12(E), 11.1, 11.2, 11.3(E)
Recognize and correct pronouns that have unclear or ambiguous antecedents.	11.1, 11.2, 11.3(E)
Explain the function of phrases and clauses in general, as well as in specific sentences.	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8
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
Use 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
Explain the function of verbals (gerunds, participles, infinitives).	8.4, 9.1, 9.2, 9.3, 10.2
Form and use verbs in the active and passive voice.	8.1, 8.2, 8.3, 8.4, 8.5
Recognize and correct inappropriate verb shifts.	8.1, 8.2, 8.3, 8.4, 8.5
Anchor Standard L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	

Core Punctuation and Spelling Skills for Grades 6–8:

Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.

5.4(E), 5.5(E), 6.3, 6.5, 7.2, 7.3, 7.5, 7.6, 7.7, 8.4, 10.2, 10.6, 10.7, 10.8, 10.9(E), 10.12(E)

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

Use an ellipsis to indicate an omission.

4.5, 6.3, 7.3, 10.10

New York State Next Generation Speaking and Listening Standards

Comprehension and Collaboration**8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.**

8SL1a: Come to discussions prepared, having read or researched material under study; 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:

- Invitation to Compare & Contrast
- Invitation to Imitate
- Invitation to Apply
- Invitation to Edit/Editing Conversations

8SL1b: Follow norms for collegial discussions and decision making, 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 *Patterns of Power* process.

8SL1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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.

8SL1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in light of the evidence presented.

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.

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