

Grade 6 English/Language Arts

LITERATURE

	Key Ideas and Details	Notes
6. RL 1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
6. RL 2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
6. RL 3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
	Craft and Structure	
6. RL 4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <u>(See grade 6 Language standards 4-6 on page 31 for additional expectations.)</u>	
6. RL 5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	
6. RL 6.	Explain how an author develops the point of view of the narrator or speaker in a text.	
	Integration of Knowledge and Ideas	
6. RL 7.	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	
6. RL 8.	(Not applicable to literature)	
6. RL 9.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	
	Range of Reading and Level of Text Complexity	
6. RL 10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Grade 6 English/Language Arts

INFORMATIONAL TEXT

	Key Ideas and Details	Notes
6. RI 1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
6. RI 2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
6. RI 3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
	Craft and Structure	
6. RI 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <u>(See grade 6 Language standards 4-6 on page 44 for additional expectations.)</u>	
6. RI 5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <u>a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</u>	
6. RI 6.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
6. RI 7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
6. RI 8.	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
6. RI 9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
	Range of Reading and Level of Text Complexity	
6. RI 10.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Grade 6 English/Language Arts

WRITING

	Text Types and Purposes	Notes
6. W 1	Write arguments to support claims with clear reasons and relevant evidence.	
6. W 1a.	Introduce claim(s) and organize the reasons and evidence clearly.	
6. W 1b.	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	
6. W 1c.	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	
6. W 1d.	Establish and maintain a formal style.	
6. W 1e.	Provide a concluding statement or section that follows from the argument presented.	
6. W 2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
6. W 2a.	Introduce a topic or thesis statement ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
6. W 2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
6. W 2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.	
6. W 2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
6. W 2e.	Establish and maintain a formal style.	
6. W 2f.	Provide a concluding statement or section that follows from the information or explanation presented.	
6. W 3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
6. W 3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
6. W 3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
6. W 3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
6. W 3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
6. W 3e.	Provide a conclusion that follows from the narrated experiences or events.	

Grade 6 English/Language Arts

WRITING

	Production and Distribution of Writing	Notes
6. W 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above and including grade 6 on page 30.)	
6. W 5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
6. W 6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
Research to Build and Present Knowledge		
6. W 7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
6. W 8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
6. W 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
6. W 9a.	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	
6. W 9b.	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	
Range of Writing		
6. W 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Grade 6 English/Language Arts

SPEAKING AND LISTENING

	Comprehension and Collaboration	Notes
6. SL 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.	
6. SL 1a.	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.	
6. SL 1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
6. SL 1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
6. SL 1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
6. SL 2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
6. SL 3.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
	Presentation of Knowledge and Ideas	
6. SL 4.	Present claims and findings (<u>e.g., argument, narrative, informative, response to literature presentations</u>), sequencing ideas logically and using pertinent descriptions, facts, and details <u>and nonverbal elements</u> to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. <u>a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.</u>	
6. SL 5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
6. SL 6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

Grade 6 English/Language Arts

LANGUAGE

	Conventions of Standard English	Notes
6. L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
6. L 1a.	Ensure that pronouns are in the proper case (subjective, objective, possessive).	
6. L 1b.	Use all pronouns, including intensive pronouns (e.g., <i>myself, ourselves</i>), correctly .	
6. L 1c.	Recognize and correct inappropriate shifts in pronoun number and person.*	
6. L 1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	
6. L 1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	
6. L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
6. L 2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	
6. L 2b.	Spell correctly.	
	Knowledge of Language	
6. L 3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
6. L 3a.	Vary sentence patterns for meaning, reader/listener interest, and style.*	
6. L 3b.	Maintain consistency in style and tone.*	
	Vocabulary Acquisition and Use	
6. L 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	
6. L 4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
6. L 4b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	
6. L 4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
6. L 4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
6. L 5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
6. L 5a.	Interpret figures of speech (e.g., personification) in context.	
6. L 5b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
6. L 5c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).	
6. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Grade 7 English/Language Arts

LITERATURE

	Key Ideas and Details	Notes
7. RL 1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	
7. RL 2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
7. RL 3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
	Craft and Structure	
7. RL 4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. <u>(See grade 7 Language standards 4-6 on page 31 for additional expectations.)</u>	
7. RL 5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
7. RL 6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
	Integration of Knowledge and Ideas	
7. RL 7.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
7. RL 8.	(Not applicable to literature)	
7. RL 9.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
	Range of Reading and Level of Text Complexity	
7. RL 10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Grade 7 English/Language Arts

INFORMATIONAL TEXT

	Key Ideas and Details	Notes
7. RI 1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
7. RI 2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
7. RI 3.	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).	
	Craft and Structure	
7. RI 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. <u>(See grade 7 Language standards 4-6 on page 44 for additional expectations.)</u>	
7. RI 5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. <u>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</u>	
7. RI 6.	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.	
	Integration of Knowledge and Ideas	
7. RI 7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
7. RI 8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
7. RI 9.	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	
	Range of Reading and Level of Text Complexity	
7. RI 10.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Grade 7 English/Language Arts

WRITING

	Text Types and Purposes	Notes
7. W 1.	Write arguments to support claims with clear reasons and relevant evidence.	
7. W 1a.	Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.	
7. W 1b.	Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
7. W. 1c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	
7. W 1d.	Establish and maintain a formal style.	
7. W 1e.	Provide a concluding statement or section that follows from and supports the argument presented.	
7. W 2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
7. W 2a.	Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
7. W 2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
7. W 2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
7. W 2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
7. W 2e.	Establish and maintain a formal style.	
7. W 2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
7. W 3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
7. W 3a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
7. W 3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	

Grade 7 English/Language Arts

WRITING

	Text Types and Purposes (Continued)	Notes
7. W 3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
7. W 3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
7. W 3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	
	Production and Distribution of Writing	
7. W 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
7. W 5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
7. W 6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
	Research to Build and Present Knowledge	
7. W 7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
7. W 8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
7. W 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
7. W 9a.	Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	
7. W 9b.	Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	
	Range of Writing	
7. W 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Grade 7 English/Language Arts

SPEAKING AND LISTENING

	Comprehension and Collaboration	Notes
7. SL 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.	
7. SL 1a.	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.	
7. SL 1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
7. SL 1c.	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.	
7. SL 1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.	
7. SL 2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
7. SL 3.	Delineate a speaker's argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
	Presentation of Knowledge and Ideas	
7. SL 4.	Present claims and findings (<u>e.g., argument, narrative, summary presentations</u>), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. <u>a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.</u>	
7. SL 5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
7. SL 6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

Grade 7 English/Language Arts

LANGUAGE

	Conventions of Standard English	Notes
7. L 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
7. L 1a.	Explain the function of phrases and clauses in general and their function in specific sentences.	
7. L 1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
7. L 1c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	
7. L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
7. L 2a.	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	
7. L 2b.	Spell correctly.	
	Knowledge of Language	
7. L 3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	
	Vocabulary Acquisition and Use	
7. L 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	
7. L 4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
7. L 4b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	
7. L 4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words .	
7. L 4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
7. L 5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
7. L 5a.	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	
7. L 5b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
7. L 5c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	
7. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Grade 8 English/Language Arts

LITERATURE

	Key Ideas and Details	Notes
8. RL 1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
8. RL 2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	
8. RL 3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	
	Craft and Structure	
8. RL 4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>(See grade 8 Language standards 4-6 on page 44 for additional expectations.)</u>	
8. RL 5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	
8. RL 6.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	
	Integration of Knowledge and Ideas	
8. RL 7.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	
8. RL 8.	(Not applicable to literature)	
8. RL 9.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
	Range of Reading and Level of Text Complexity	
8. RL 10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	

Grade 8 English/Language Arts

INFORMATIONAL TEXT

	Key Ideas and Details	Notes
8. RI 1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
8. RI 2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	
8. RI 3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
	Craft and Structure	
8. RI 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>(See grade 8 Language standards 4-6 on page 31 for additional expectations.)</u>	
8. RI 5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. <u>a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</u>	
8. RI 6.	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.	
	Integration of Knowledge and Ideas	
8. RI 7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
8. RI 8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
8. RI 9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	
	Range of Reading and Level of Text Complexity	
8. RI 10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	

Grade 8 English/Language Arts

WRITING

	Text Types and Purposes	Notes
8. W 1.	Write arguments to support claims with clear reasons and relevant evidence.	
8. W 1a.	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	
8. W 1b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
8. W 1c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	
8. W 1d.	Establish and maintain a formal style.	
8. W 1e.	Provide a concluding statement or section that follows from and supports the argument presented.	
8. W 2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
8. W 2a.	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
8. W 2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
8. W 2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
8. W 2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
8. W 2e.	Establish and maintain a formal style.	
8. W 2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
8. W 3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
8. W 3a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
8. W 3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
8. W 3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	

Grade 8 English/Language Arts

WRITING

	Text Types and Purposes (Continued)	Notes
8. W 3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
8. W 3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	
	Production and Distribution of Writing	
8. W 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
8. W 5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
8. W 6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	
	Research to Build and Present Knowledge	
8. W 7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
8. W 8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
8. W 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
8. W 9a.	Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	
8. W 9b.	Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	
	Range of Writing	
8. W 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	

Grade 8 English/Language Arts

SPEAKING AND LISTENING

	Comprehension and Collaboration	Notes
8. SL 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.	
8. SL 1a.	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.	
8. SL 1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
8. SL 1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
8. SL 1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
8. SL 2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
8. SL 3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	
	Presentation of Knowledge and Ideas	
8. SL 4.	Present claims and findings (<u>e.g., argument, narrative, response to literature presentations</u>), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. <u>a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.</u>	
8. SL 5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
8. SL 6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

Grade 8 English/Language Arts

LANGUAGE

	Conventions of Standard English	Notes
8. L 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
8. L 1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	
8. L 1b.	Form and use verbs in the active and passive voice.	
8. L 1c.	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
8. L 1d.	Recognize and correct inappropriate shifts in verb voice and mood.*	
8. L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
8. L 2a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	
8. L 2b.	. Use an ellipsis to indicate an omission.	
8. L 2c.	Spell correctly.	
	Knowledge of Language	
8. L 3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).	
	Vocabulary Acquisition and Use	
8. L 4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	
8. L 4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
8. L 4b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	
8. L 4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words .	
8. L 4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
8. L 5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
8. L 5a.	Interpret figures of speech (e.g. verbal irony, puns) in context.	
8. L 5b.	Use the relationship between particular words to better understand each of the words.	
8. L 5c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	
8. L 6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

These are the California Common Core writing and language standards from the CDE website www.cde.ca.gov reformatted with notes box by Knox Education.

Text that is **bolded** and underlined is specific to the California Common Core Standards.

Grade 6-8 ELA – California Common Core Standards

TEXT ILLUSTRATING THE COMPLEXITY, QUALITY, AND RANGE OF STUDENT READING 6-8

Literature: Stories, Drama, Poetry	Informational Text
<ul style="list-style-type: none"> • <i>Little Women</i> by Louisa May Alcott (1869) • <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) • “The Road Not Taken” by Robert Frost (1915) • <i>The Dark Is Rising</i> by Susan Cooper (1973) • <i>Dragonwings</i> by Laurence Yep (1975) • <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976) 	<ul style="list-style-type: none"> • “Letter on Thomas Jefferson” by John Adams (1776) • <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845) • “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940) • <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955) • <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

Grade 6-8 ELA – California Common Core Standards

LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard		Grade(s)								
		3	4	5	6	7	8	9-10	11-12	
L.3.1f.	Ensure subject-verb and pronoun-antecedent agreement.									
L.3.3a.	Choose words and phrases for effect.									
L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.									
L.4.1g.	Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).									
L.4.3a.	Choose words and phrases to convey ideas precisely.*									
L.4.3b.	Choose punctuation for effect.									
L.5.1d.	Recognize and correct inappropriate shifts in verb tense.									
L.5.2a.	Use punctuation to separate items in a series.**									
L.6.1c.	Recognize and correct inappropriate shifts in pronoun number and person.									
L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).									
L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.									
L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.									
L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.***									
L.6.3b.	Maintain consistency in style and tone.									
L.7.1c.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.									
L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.									
L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.									
L.9-10.1a.	Use parallel structure.									

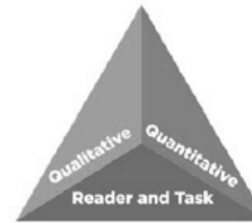
*Subsumed by L.7.3a

**Subsumed by L.9-10.1a

***Subsumed by L.11-12.3a

STANDARD 10: RANGE, QUALITY, AND COMPLEXITY OF STUDENT READING 6-12

MEASURING TEXT COMPLEXITY: THREE FACTORS



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A

RANGE OF TEXT TYPES FOR 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels.	Includes <u>classical through contemporary</u> one-act and multi-act plays, both in written form and on film, <u>and works by writers representing a broad range of literary periods and cultures.</u>	Includes <u>classical through contemporary works and</u> the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics <u>by writers representing a broad range of literary periods and cultures.</u>	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

Grade 6-8 ELA – California Common Core Standards

READING STANDARDS FOR LITERACY in HISTORY/SOCIAL STUDIES

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Key Ideas and Details	Notes
1.	Cite specific textual evidence to support analysis of primary and secondary sources.	
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
3.	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
	Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	
6.	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
	Integration of Knowledge and Ideas	
7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
8.	Distinguish among fact, opinion, and reasoned judgment in a text.	
9.	Analyze the relationship between a primary and secondary source on the same topic.	
	Range of Reading and Level of Text Complexity	
10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	

Grade 6-8 ELA – California Common Core Standards
READING STANDARDS FOR LITERACY in SCIENCE and TECHNICAL SUBJECTS 6-12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Key Ideas and Details	Notes
1.	Cite specific textual evidence to support analysis of science and technical texts.	
2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	
3.	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	
	Craft and Structure	
4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	
5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	
6.	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	
	Integration of Knowledge and Ideas	
7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	
8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	
9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	
	Range of Reading and Level of Text Complexity	
10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	

Grade 6-8 ELA – California Common Core Standards

WRITING STANDARDS for LITERACY in HISTORY/SOCIAL STUDIES, SCIENCE, and TECHNICAL SUBJECTS 6-12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Text Types and Purposes	Notes
1.	Write arguments focused on <i>discipline-specific content</i> .	
1.a.	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	
1.b.	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	
1.c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	
1.d.	Establish and maintain a formal style.	
1.e.	Provide a concluding statement or section that follows from and supports the argument presented.	
2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
2.e.	Establish and maintain a formal style and objective tone.	
2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
3.	(See note; not applicable as a separate requirement)	

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Grade 6-8 ELA – California Common Core Standards

WRITING STANDARDS for LITERACY in HISTORY/SOCIAL STUDIES, SCIENCE, and TECHNICAL SUBJECTS 6-12 *(continued)*

	Production and Distribution of Writing	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
	Research to Build and Present Knowledge	
7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
8.	Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
9.	Draw evidence from informational texts to support analysis, reflection, and research.	
	Range of Writing	
10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.