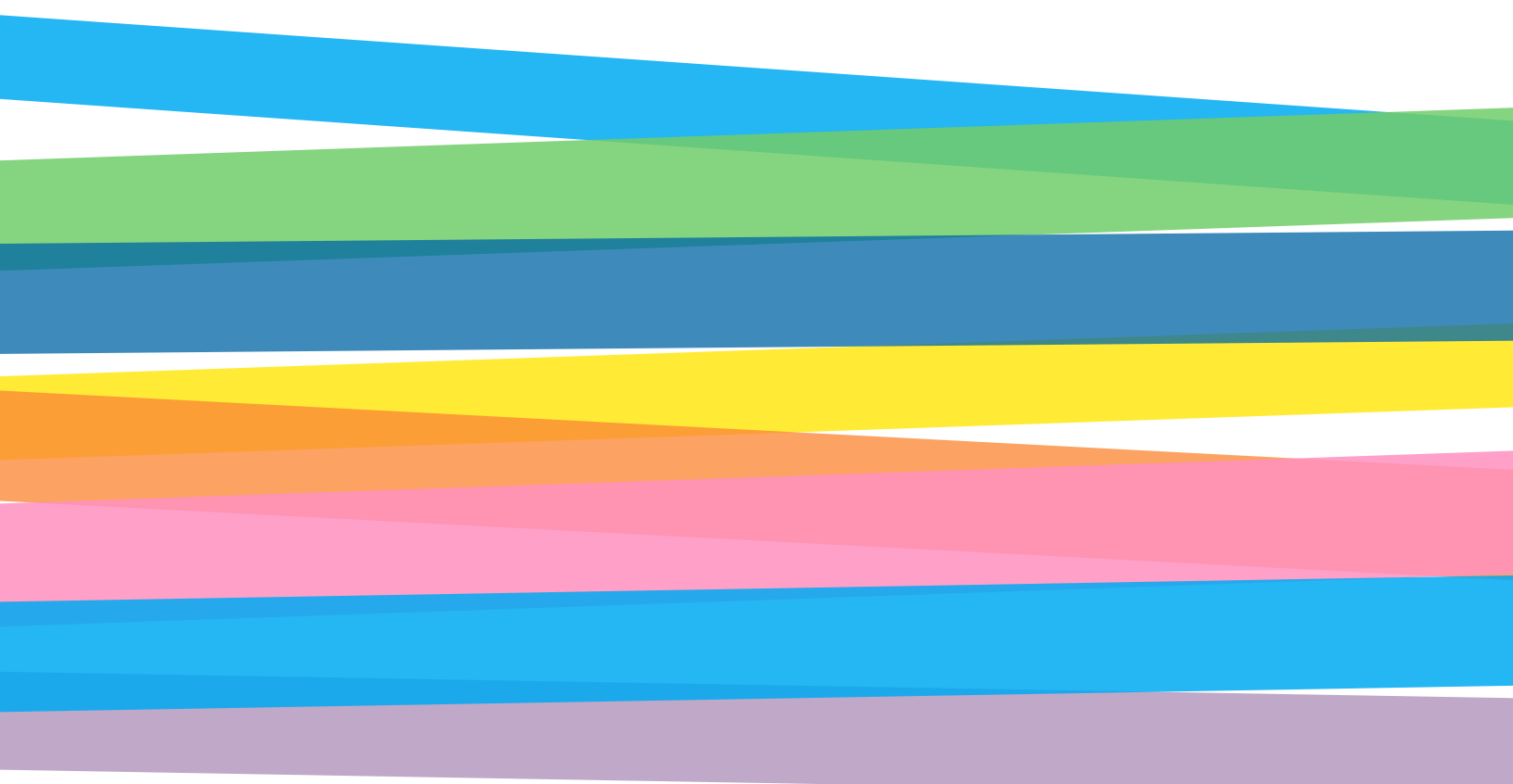


# Common Core State Standards DECONSTRUCTED for INSTRUCTION



Booklet III: Sixth Grade to Eight Grade, English Language Arts



## How to use this booklet

"You cannot teach a Common Core Standard – you must teach the skills inside of each standard."

This booklet presents each Common Core Standard broken down into components:

1. The College & Career Anchor Standard Component, which determines the level of critical understanding expected for the standard
2. The Content Standard - the actual Common Core Standard printed completely
3. The skills within the standard and their Performance Target. The Performance Target

tells you how to teach and assess the skill.

Join us for free webinars on how to use Deconstructed Standards, go to [www.clihome.com](http://www.clihome.com) and

## What you'll encounter in the pages to come:

### The grade level standard

K.W.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

### Strand:

The strands represent the general areas of English Language Arts in which the Common Core State Standards are organized.

### Category:

Basic component of understanding at each grade level within the anchor standard. These allow educators to see progress toward the grade level standards in a certain area, not just across the standards.

Category: Text Types and Purposes	Strand: Writing
<b>Anchor Standard: W.CCR.2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Know: Identify an informative/explanatory text	
Know: Select a topic for an informative/explanatory writing	
Think: Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information	
Do: Write an informative/explanatory text in which they name a topic	
Do: Write an informative/explanatory text in which they supply some information	

KNOW

THINK

DO

### Anchor Standards:

Anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Deconstruction:

The standards are deconstructed into concise statements about what the students need to know and be able to do. They are organized by Performance Targets to make it easier to choose the correct method of instruction and assessment.

<b>6.RL.1</b>	<b>8</b>
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>6.RL.2</b>	<b>8</b>
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.	
<b>6.RL.3</b>	<b>8</b>
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.	
<b>6.RL.4</b>	<b>9</b>
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.	
<b>6.RL.5</b>	<b>9</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.6</b>	<b>9</b>
Explain how an author develops the point of view of the narrator or speaker in a text.	
<b>6.RL.7</b>	<b>10</b>
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.	
<b>6.RL.8</b>	<b>10</b>
(Not applicable to literature)	
<b>6.RL.9</b>	<b>10</b>
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	
<b>6.RL.10</b>	<b>11</b>
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.	
<b>6.RI.1</b>	<b>11</b>
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>6.RI.2</b>	<b>11</b>
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.	
<b>6.RI.3</b>	<b>12</b>
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
<b>6.RI.4</b>	<b>12</b>
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	

**6.RI.5** 12

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.

**6.RI.6** 12

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**6.RI.7** 13

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** 13

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** 13

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).

**6.RI.10** 13

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.

**6.W.1** 14

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

**6.W.2** 15

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

<b>6.W.3</b>	16
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
e. Provide a conclusion that follows from the narrated experiences or events.	
<b>6.W.4</b>	16
Produce clear and coherent writing in which the development, organization, and style area appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
<b>6.W.5</b>	17
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on pages 22 and 23.)	
<b>6.W.6</b>	17
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.	
<b>6.W.7</b>	17
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
<b>6.W.8</b>	18
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.	
<b>6.W.9</b>	18
Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	
b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	
<b>6.W.10</b>	19
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.	
<b>6.SL.1</b>	19
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	

- 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.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

<b>6.SL.2</b>	<b>20</b>
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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.

<b>6.SL.3</b>	<b>20</b>
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Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

<b>6.SL.4</b>	<b>21</b>
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Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

<b>6.SL.5</b>	<b>21</b>
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Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

<b>6.SL.6</b>	<b>22</b>
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Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on pages 22 and 23 for specific expectations.)

<b>6.L.1</b>	<b>22</b>
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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., *myself*, *ourselves*).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- 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.

<b>6.L.2</b>	<b>23</b>
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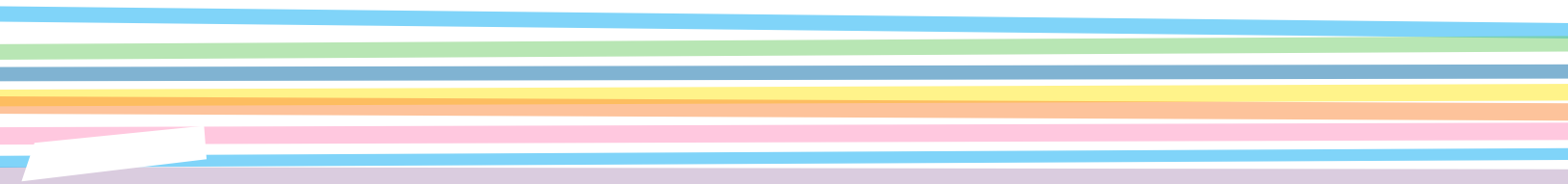
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

<b>6.L.3</b>	<b>23</b>
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Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone.



## 6.L.4

24

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.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## 6.L.5

25

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

## 6.L.6

25

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.

# Reading Standards for Literature

**6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 6.RL.CCR.1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Know: Recognize explicit textual evidence	] KNOW
Know: Recognize inferences made in text	
Think: Cite explicitly stated textual evidence	] THINK
Think: Analyze text to infer	

**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.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 6.RL.CCR.2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Know: Define and understand theme or central ideas	] KNOW
Know: Identify details supporting the main idea or theme	
Think: Analyze supporting details	] THINK
Think: Distinguish between textual facts and personal opinions or judgments	
Think: Summarize a text based on facts	

**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.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 6.RL.CCR.3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Know: Recall a series of episodes from a particular story or drama	] KNOW
Know: Identify character response or change	
Think: Summarize how a plot unfolds in episodes	] THINK
Think: Analyze how character(s) respond or change towards resolution	



**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.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 6.RL.CCR.4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Know: Identify figurative and connotative words and phrases	
Know: Recognize meaning and tone in a text	
Think: Interpret figurative and connotative meanings	
Think: Analyze the impact of word choice on meaning and tone	

] KNOW  
] THINK

**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.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 6.RL.CCR.5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Know: Define the various structures of literacy text	
Know: Recognize the theme, setting, or plot	
Think: Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text	
Think: Analyze how particular structure contributes to development of theme, setting, or plot.	

] KNOW  
] THINK

**6.RL.6** Explain how an author develops the point of view of the narrator or speaker in a text.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 6.RL.CCR.6:</b> Assess how point of view or purpose shapes the content and style of a text.	
Know: Explain point of view through a narrator or speaker	
Know: Explain how an author develops different points of view	
Know: Identify details used to develop point of view	
Know: Recognize author's strategies to develop point of view	

] KNOW

**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.

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 6.RL.CCR.7:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
Know: Recognize the differences of multiple text formats - text, audio, visual, live performance	] KNOW ] THINK
Think: Evaluate the value of multiple text formats - text, audio, visual, live	
Think: Contrast what is seen/heard in a text when visually/auditorily presented to what is experienced when read	

**6.RL.8**

(Not applicable to literature)

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 6.RL.CCR.8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Know:	] KNOW ] THINK
Know:	
Think:	
Think:	
Think:	

**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.

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 6.RL.CCR.9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Think: Analyze how stories of different genre approach a similar theme and topic	] THINK
Think: Compare and contrast how stories of the same genre approach a similar theme and topic	

**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.

<b>Category:</b> Range of Reading and Level of Text Complexity	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 6.RL.CCR.10:</b> Read and comprehend complex literary and informational texts independently and proficiently.	
Know: Identify/understand key ideas and details	] <b>KNOW</b>
Know: Identify/understand craft and structure	
Know: Identify/understand integration of knowledge	
Think: Comprehend key ideas and details	] <b>THINK</b>
Think: Comprehend craft and structure	
Think: Comprehend integration of knowledge	

## Reading Standards for Informational Text

**6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Informational Text
<b>Anchor Standard: 6.RI.CCR.1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Know: Identify textual evidence supporting analysis	] <b>KNOW</b>
Know: Recognize textual evidence that supports inferences of text	
Think: Summarize and cite the evidence that supports explicit analysis and inferences	] <b>THINK</b>

**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.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Informational Text
<b>Anchor Standard: 6.RI.CCR.2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Know: Define the central idea and particular details	] <b>KNOW</b>
Know: Recall central idea devoid of personal opinion and judgment	
Think: Summarize details supporting the central idea in a non-biased summary	] <b>THINK</b>

**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).

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 6.RI.CCR.3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Know: Identify key individuals, events, and ideas		] KNOW
Know: Define anecdote		
Think: Analyze how key individuals, events, and ideas are introduced, illustrated, and elaborated		] THINK

**6.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 6.RI.CCR.4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Know: Identify figurative, connotative, and technical words and phrases		] KNOW
Think: Determine the meaning of figurative, connotative, and technical words and phrases		
		] THINK

**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.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 6.RI.CCR.5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
Know: Recognize text structure through chronology, comparison, cause/effect, and problem/solution		] KNOW
Think: Analyze how particular sentences, paragraphs, chapters, or sections fit textual structure		
Think: Analyze how sentences, paragraphs, chapters, or sections contribute to idea development		] THINK

**6.RI.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 6.RI.CCR.6:</b> Assess how point of view or purpose shapes the content and style of a text.		
Know: Identify details or examples developing the point of view or purpose		] KNOW
Know: Explain how the author conveys his/her point of view		

**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.

**Category:** Integration of Knowledge and Ideas

**Strand:** Reading Informational Text

**Anchor Standard: 6.RI.CCR.7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Know: Access information from different media, formats, or texts

Think: Integrate information from various media, formats, or texts

Think: Demonstrate understanding using information from various media/formats

KNOW

THINK

**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.

**Category:** Integration of Knowledge and Ideas

**Strand:** Reading Informational Text

**Anchor Standard: 6.RI.CCR.8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Know: Recall arguments and claims of a text

Know: Identify reasons and evidence

Think: Summarize the argument and specific claims

Think: Evaluate the argument and claims for support

KNOW

THINK

**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).

**Category:** Integration of Knowledge and Ideas

**Strand:** Reading & Literacy

**Anchor Standard: 6.RI.CCR.9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Know: Identify events common in two or more texts

Think: Compare/contrast the events depicted by different authors

KNOW

THINK

**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.

**Category:** Range of Reading and Level of Text Complexity

**Strand:** Reading & Literacy

**Anchor Standard: 6.RI.CCR.10:** Read and comprehend complex literary and informational texts independently and proficiently.

Know: Identify key ideas, details, craft, structure, and integration of knowledge

Think: Comprehend key ideas, details, craft, structure, and integration of knowledge

KNOW

THINK

## Writing Standards

### 6.W.1

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the argument presented.

Category: Text Types and Purposes	Strand: Writing
<b>Anchor Standard: 6.W.CCR.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Know: Select credible sources	KNOW
Know: Recognize words, phrases, and clauses showing relationships among claims	
Know: Recognize claims, relevance, and evidence	
Know: Identify and define formal style	
Know: Explain the argument presented	
Think: Organize reasons and evidence with support	THINK
Think: Evaluate credibility of sources used	
Think: Evaluate relevance of the evidence	
Think: Demonstrate topical understanding	
Think: Clarify relationships among claims and reasons	
Think: Establish and maintain a formal style	
Think: Plan a concluding statement following the argument	DO
Do: Write an argument including an introduction and concluding statement	
Do: Write an argument including organization of reasons and evidence with credible sources	
Do: Write an argument including words, phrases, and clauses that clarify relationships	
Do: Write an argument that establishes and maintains a formal style	

**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.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from the information or explanation presented.

<b>Category:</b> Text Types and Purposes	<b>Strand:</b> Writing	
<b>Anchor Standard: 6.W.CCR.2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Know: Identify formal styles of writing		<b>KNOW</b>
Know: Identify relevant facts, definitions, concrete details, quotations, and examples		
Know: Identify transitions that clarify idea and concept relationships		
Know: Identify precise language and domain-specific vocabulary		
Think: Determine when to include formatting, graphics, and multimedia to aid comprehension		<b>THINK</b>
Think: Select transitions that clarify relationships		
Think: Determine how to organize ideas, concepts, and information		
Think: Select precise language and domain-specific vocabulary to inform or explain		
Think: Establish and maintain a formal style		
Think: Determine a supportive concluding statement		
Do: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, maintaining a formal style and providing a concluding statement or section		<b>DO</b>
Do: Write with text selection, organization, and analysis in mind		
Do: Introduce, organize, and develop a topic with relevant facts, definitions, concrete details, quotations, examples, and other information		
Do: Use formatting, graphics, and multimedia to aid comprehension		
Do: Use transitions to clarify the relationships between ideas and concepts		
Do: Use precise language and domain-specific vocabulary to inform or explain		

**6.W.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Category: Text Types and Purposes	Strand: Writing
<b>Anchor Standard: 6.W.CCR.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Know: Recognize the characteristics of a narrative	KNOW
Know: Recognize ways authors engage readers	
Know: Recognize how writers use transitional words to signal change	
Think: Analyze narrative techniques of dialogue, pacing, and description	THINK
Think: Compare/contrast relevant and irrelevant details in developing experiences, events, and character	
Think: Analyze effective organizational patterns and conclusions	
Do: Use techniques to engage the reader and establish context	DO
Do: Use precise words, details, and language to develop experiences and events	
Do: Write a narrative that engages and establishes a context and provides a conclusion	DO
Do: Write a narrative that uses dialogue and description to develop experiences, events, and characters	
Do: Write a narrative that uses transitions to convey sequence and signal shifts	
Do: Write a narrative that uses precise, descriptive sensory language	

**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.)

Category: Production and Distribution of Writing	Strand: Writing
<b>Anchor Standard: 6.W.CCR.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Think: Analyze the reason for writing to decide on task, purpose, or audience	THINK
Think: Determine suitable idea development, organization, and style strategies	
Do: Produce clear and coherent writing with idea development, organization, and style	DO



**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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on pages 22 and 23.)

<b>Category:</b> Production and Distribution of Writing	<b>Strand:</b> Writing	
<b>Anchor Standard: 6.W.CCR.5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
Know: Recognize how to plan, revise, edit, rewrite, and try a new approach		] <b>KNOW</b>
Know: Know how to edit for conventions		
Think: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach		] <b>THINK</b>

**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.

<b>Category:</b> Production and Distribution of Writing	<b>Strand:</b> Writing	
<b>Anchor Standard: 6.W.CCR.6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Know: Know how to download, save, upload, and attach documents		] <b>KNOW</b>
Know: Select tools for communicating and collaborating		
Think: Evaluate technology tools for collaborating, producing, and publishing writing		] <b>THINK</b>
Do: Use technology to collaborate, produce, and publish writing		] <b>DO</b>
Do: Use keyboarding skills to type at least three pages in a single sitting		

**6.W.7**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

<b>Category:</b> Research to Build and Present Knowledge	<b>Strand:</b> Writing	
<b>Anchor Standard: 6.W.CCR.7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Know: Select appropriate research and inquiry methods		] <b>KNOW</b>
Know: Select multiple resources to conduct short research projects		
Think: Evaluate sources to answer a research question		] <b>THINK</b>
Think: Narrow/refocus the inquiry by selecting information from multiple sources		
Do: Conduct a short research project to answer a question		] <b>DO</b>

**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.

<b>Category:</b> Research to Build and Present Knowledge	<b>Strand:</b> Writing
<b>Anchor Standard: 6.W.CCR.8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
Know: Recognize a credible source	] <b>KNOW</b>
Know: Recognize plagiarism	
Think: Summarize information from print and digital sources	] <b>THINK</b>
Think: Assess the credibility of each source	
Do: Paraphrase and credit sources to avoid plagiarism	] <b>DO</b>
Do: Provide basic bibliographic information	

**6.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- b. Apply *grade 6 Reading standards* 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”).

<b>Category:</b> Research to Build and Present Knowledge	<b>Strand:</b> Writing
<b>Anchor Standard: 6.W.CCR.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Know: Identify key ideas and details to support conclusions	] <b>KNOW</b>
Know: Cite textual evidence to analyze explicit text	
Think: Draw evidence as support for research	] <b>THINK</b>
Think: Analyze key ideas and details as evidence of understanding text	
Think: Reflect on key ideas and details as evidence of understanding text	

**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.

Category: Range of Writing	Strand: Writing
<b>Anchor Standard: 6.W.CCR.10:</b> 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 tasks, purposes, and audiences.	
Know: Identify task, purpose, and audience for various types of writing	] KNOW
Know: Identify and understand the various organizational structures	
Think: Determine when to write for short or extended time frames	] THINK
Think: Determine appropriate organizational structure for various writing	
Do: Write for various tasks, purposes, and audiences for short or extended time frames	] DO
Do: Write for a range of discipline-specific tasks, purposes, and audiences	

## Speaking & Listening Standards

**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.

- 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.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Category: Comprehension and Collaboration	Strand: Speaking & Listening
<b>Anchor Standard: 6.SL.CCR.1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Know: Identify key ideas from reading material	] KNOW
Know: Identify components of a collegial discussion and planning	
Know: Recognize multiple perspectives and opposing viewpoints	
Think: Reflect on discussion topics using evidence	] THINK
Think: Define individual roles for particular discussions	
Think: Collaborate to set goals and deadlines	
Think: Justify ideas and responses shared with evidence	
Think: Formulate comments, questions, and responses based on evidence	
Think: Paraphrase and reflect on multiple perspectives posed in discussions	

Do: Engage in a variety of discussions by listening and sharing acquired and prior knowledge

Do: Follow agreed-upon rules during discussion

Do: Carry out assigned roles during discussion

Do: Pose and respond to specific questions to clarify understanding

Do: Connect comments to others' remarks

Do: Express ideas clearly

DO

**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.

**Category:** Comprehension and Collaboration

**Strand:** Speaking & Listening

**Anchor Standard: 6.SL.CCR.2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Know: Identify details and information that contribute to the topic, text, and issues studied

KNOW

Think: Visually, quantitatively, and orally interpret information presented in various media and formats

THINK

Think: Explain how information contributes to a topic, text, or to an issue

**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.

**Category:** Comprehension and Collaboration

**Strand:** Speaking & Listening

**Anchor Standard: 6.SL.CCR.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Know: Define and identify arguments, claims, reasons, and evidence

KNOW

Think: Distinguish between supported and unsupported claims

THINK

Think: Delineate a speaker's argument and specific claims

**6.SL.4**

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

<b>Category:</b> Presentation of Knowledge and Ideas	<b>Strand:</b> Speaking & Listening
<b>Anchor Standard: 6.SL.CCR.4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Know: Identify findings, claims, descriptions, facts, and details	] <b>KNOW</b>
Know: Recognize appropriate eye contact, volume, and pronunciation	
Think: Determine logical sequence and pertinent descriptions	] <b>THINK</b>
Think: Determine facts and details that accentuate ideas or themes	
Do: Orally present claims and findings, sequencing ideas logically	] <b>DO</b>
Do: Orally present claims and findings using pertinent descriptions, facts, and details	
Do: Use appropriate eye contact, volume, and clear pronunciation	

**6.SL.5**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

<b>Category:</b> Presentation of Knowledge and Ideas	<b>Strand:</b> Speaking & Listening
<b>Anchor Standard: 6.SL.CCR.5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Think: Clarify information	] <b>THINK</b>
Think: Determine what multimedia components best clarify information in presentations	
Think: Determine what visual displays will best clarify information in presentations	
Do: Include multimedia components in a presentation to clarify information	] <b>DO</b>
Do: Incorporate visual displays in a presentation to clarify information	

**6.SL.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on pages 22 and 23 for specific expectations.)

Category: Presentation of Knowledge and Ideas	Strand: Speaking & Listening
<b>Anchor Standard: 6.SL.CCR.6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Know: Identify formal and informal settings	KNOW
Know: Describe the qualities of formal and informal speech	
Think: Distinguish between formal and informal speech	THINK
Think: Evaluate if formal or informal speech is appropriate in the context of a given situation	
Do: Adapt speech to a given context or task	DO
Do: Demonstrate correct use of formal English when appropriate	

## Language

**6.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., *myself*, *ourselves*).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Category: Conventions of Standard English	Strand: Language
<b>Anchor Standard: 6.L.CCR.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Know: Recognize pronoun case: subjective, objective, possessive	KNOW
Know: Recognize intensive pronouns (myself and ourselves)	
Know: Recognize vague pronouns	
Know: Recognize shifts in pronoun number and person	
Know: Recognize variations from standard English	
Think: Correct shifts in pronoun number and person	THINK
Think: Correct vague pronouns	
Do: Place pronouns in the proper case	DO
Do: Use intensive pronouns	
Do: Use correct pronoun number and person	
Do: Use correct vague pronoun variations when speaking	
Do: Demonstrate command of standard English grammar and usage when writing	
Do: Demonstrate command of standard English grammar and usage when speaking	

**6.L.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.
  - b. Spell correctly.

<b>Category:</b> Conventions of Standard English	<b>Strand:</b> Language	
<b>Anchor Standard: 6.L.CCR.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Know: Recognize correct capitalization, punctuation, and spelling		] KNOW
Know: Use proper punctuation for nonrestrictive/parenthetical elements		
Do: Apply spelling rules		] DO

**6.L.3**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Vary sentence patterns for meaning, reader/listener interest, and style.
  - b. Maintain consistency in style and tone.

<b>Category:</b> Knowledge of Language	<b>Strand:</b> Language	
<b>Anchor Standard: 6.L.CCR.3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
Know: Recognize language conventions for writing, speaking, reading and listening		] KNOW
Know: Recognize various sentence patterns		
Know: Recognize style and tone		
Think: Apply language knowledge when writing, reading, and listening		] THINK
Think: Apply knowledge of language conventions when writing, reading, and listening		
Think: Determine when to vary sentence patterns for meaning, reader/listener interest, or style		
Think: Maintain consistency in style and tone when writing		
Do: Use knowledge of language and conventions when speaking		] DO
Do: Vary sentence patterns for meaning, listener interest, and style		
Do: Maintain consistency in style and tone while speaking		

**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.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Category: Vocabulary Acquisition and Use	Strand: language
<b>Anchor Standard: 6.L.CCR.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
Know: Identify common context clues	] <b>KNOW</b>
Know: Identify and define Greek and Latin affixes and roots	
Know: Use common reference materials to find pronunciation, clarification of meaning, or part of speech	
Think: Determine the meaning of words using context clues or Greek and Latin affixes and roots	] <b>THINK</b>
Think: Verify preliminary determination of a word's inferred meaning in context or a dictionary	
Think: Choose from a range of vocabulary strategies to determine a word's meaning	



**6.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Category: Vocabulary Acquisition and Use	Strand: Language
<b>Anchor Standard: 6.L.CCR.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Know: Interpret different types of figures of speech	] KNOW
Know: Distinguish among the different types of word relationships	
Know: Define the terms denotations and connotations of words	
Think: Analyze text to locate figures of speech	] THINK
Think: Analyze the relationship between particular words	
Think: Distinguish among the connotations of words with similar denotations	

**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.

Category: Vocabulary Acquisition and Use	Strand: Language
<b>Anchor Standard: 6.L.CCR.6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Know: Identify general academic and domain-specific words and phrases	] KNOW
Know: Gather vocabulary knowledge important to comprehension or expression	
Think: Accurately use words important to the comprehension of general academic and domain-specific words	] THINK
Think: Apply vocabulary knowledge when considering words important to comprehension or expression	
Think: Select appropriate resources to aid in gathering vocabulary knowledge	

Common Core State Standards

# DECONSTRUCTED



The  
**COMMON CORE**  
Institute

Seventh Grade, English Language Arts

<b>7.RL.1</b>	<b>32</b>
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>7.RL.2</b>	<b>32</b>
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.	
<b>7.RL.3</b>	<b>32</b>
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
<b>7.RL.4</b>	<b>33</b>
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.	
<b>7.RL.5</b>	<b>33</b>
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
<b>7.RL.6</b>	<b>34</b>
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
<b>7.RL.7</b>	<b>34</b>
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).	
<b>7.RL.8</b>	<b>34</b>
(Not applicable to literature)	
<b>7.RL.9</b>	<b>35</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.	
<b>7.RL.10</b>	<b>35</b>
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.	
<b>7.RI.1</b>	<b>35</b>
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>7.RI.2</b>	<b>36</b>
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.	
<b>7.RI.3</b>	<b>36</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.4</b>	<b>36</b>
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.	

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<b>7.RI.5</b>	<b>37</b>
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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.

<b>7.RI.6</b>	<b>37</b>
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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>7.RI.7</b>	<b>37</b>
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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).

<b>7.RI.8</b>	<b>38</b>
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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.

<b>7.RI.9</b>	<b>38</b>
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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.

<b>7.RI.10</b>	<b>38</b>
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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.

<b>7.W.1</b>	<b>39</b>
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Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

<b>7.W.2</b>	<b>40</b>
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Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>7.W.3</b>	<b>41</b>
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"><li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li><li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li><li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li><li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li><li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li></ul>	
<b>7.W.4</b>	<b>42</b>
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	
<b>7.W.5</b>	<b>42</b>
<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on pages 49 and 50.)</p>	
<b>7.W.6</b>	<b>43</b>
<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	
<b>7.W.7</b>	<b>43</b>
<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	
<b>7.W.8</b>	<b>44</b>
<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	
<b>7.W.9</b>	<b>44</b>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"><li>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</li><li>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</li></ul>	
<b>7.W.10</b>	<b>45</b>
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	

<b>7.SL.1</b>	<b>46</b>
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
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.	
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	
<b>7.SL.2</b>	<b>47</b>
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.	
<b>7.SL.3</b>	<b>47</b>
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
<b>7.SL.4</b>	<b>47</b>
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
<b>7.SL.5</b>	<b>48</b>
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
<b>7.SL.6</b>	<b>48</b>
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on pages 49 and 50 for specific expectations.)	
<b>7.L.1</b>	<b>49</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of phrases and clauses in general and their function in specific sentences.	
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
<b>7.L.2</b>	<b>49</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. 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> ).	
b. Spell correctly.	
<b>7.L.3</b>	<b>50</b>
Use knowledge of language and its conventions when writing, speaking, reading or listening.	
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	

## 7.L.4

51

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebell*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## 7.L.5

52

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

## 7.L.6

52

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.

## Reading Standards for Literature

**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.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 7.RL.CCR.1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Know: Identify inferences from a text		] KNOW
Know: Identify explicit information from a text		
Know: Recognize credible resources/sources		
Think: Explicitly analyze what a text says		] THINK
Think: Formulate inferences from textual material		
Think: Cite resources that support analysis		

**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.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 7.RL.CCR.2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Know: Recognize theme and central idea		] KNOW
Know: Identify supporting details		
Think: Determine a theme or central idea		] THINK
Think: Analyze theme or central idea development over the course of a text		
Do: Provide an objective summary		] DO

**7.RL.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 7.RL.CCR.3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Know: Describe elements of a story or drama		] KNOW
Know: Identify interactions between elements		
Think: Analyze how a change in one element shapes another		] THINK
Think: Analyze how elements of a story or drama interact		



**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.

Category: Craft and Structure	Strand: Reading Literature
<b>Anchor Standard: 7.RL.CCR.4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Know: Identify figurative words and phrases	
Know: Identify connotative words and phrases	
Know: Identify rhymes and repetitions of sounds, including alliteration in a verse or stanza	
Know: Identify rhymes and repetitions of sounds, including alliteration in a story or drama	
Think: Interpret figurative meanings	
Think: Interpret connotative meanings	
Think: Analyze the impact of rhymes and repetitions of sounds in a stanza or poem	
Think: Analyze the impact of rhymes and repetitions of sounds in a story or drama	

KNOW

THINK

**7.RL.5**

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Category: Craft and Structure	Strand: Reading Literature
<b>Anchor Standard: 7.RL.CCR.5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Know: Identify the poetic elements contributing to form/structure	
Know: Identify the form/structure of various types of poetry and drama	
Know: Explain the meaning of a poem	
Think: Analyze the structure of a drama or poem	
Think: Analyze the meaning of a drama or poem	
Think: Analyze the relationship between the poem/drama's form and structure	

KNOW

THINK

### 7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 7.RL.CCR.6:</b> Assess how point of view or purpose shapes the content and style of a text.		
Know: Identify authors' strategies used to contrast points of view of different characters or narrator		] KNOW
Think: Cite details or examples where the author develops the point of view of various characters or narrators		
Think: Compare/contrast points of view of different characters or narrators		] THINK
Think: Analyze how the author develops points of view of different characters or the narrators		
Think: Analyze how the author contrasts different points of view in a single text		

### 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).

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 7.RL.CCR.7:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
Know: Identify various mediums		] KNOW
Know: Recognize multimedia versions, film and stage		
Think: Analyze the effects of various medium techniques on written text - stories, dramas, and poems		] THINK
Think: Analyze the effects of various medium techniques on audio, film, stage, and multimedia		
Think: Determine the similarities of text to media		
Think: Determine the differences of text to media		

### 7.RL.8 (Not applicable to literature)

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 7.RL.CCR.8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Know:		] KNOW
Know:		
Think:		] THINK

**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.

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 7.RL.CCR.9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Know: Identify a time, place, or character in an historical account		] <b>KNOW</b>
Know: Identify a time, place, or character in a fictional work		
Think: Compare/contrast historical portrayal of a time, place, or character against a historical account of the same period		] <b>THINK</b>

**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.

<b>Category:</b> Range of Reading and Level of Text Complexity	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 7.RL.CCR.10:</b> Read and comprehend complex literary and informational texts independently and proficiently.		
Know: Identify/understand key ideas and details		] <b>KNOW</b>
Know: Identify/understand craft and structure		
Think: Comprehend key ideas and details		] <b>THINK</b>
Think: Comprehend craft and structure		

## Reading Standards for Informational Text

**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.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 7.RI.CCR.1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Know: Identify inferences from a text		] <b>KNOW</b>
Know: Identify explicit information from a text		
Know: Recognize credible resources/sources		
Think: Analyze several pieces of a text to determine what it explicitly says		] <b>THINK</b>
Think: Formulate inferences from textual material		

**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.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 7.RI.CCR.2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Know: Identify two or more central ideas		] KNOW
Know: Define and recognize an objective summary		
Think: Analyze the development of two or more central ideas		] THINK
Think: 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).

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 7.RI.CCR.3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Know: Identify key ideas about individuals, events, and ideas in a text		] KNOW
Know: Analyze the interactions between individuals, events, and ideas in a text		
Think: Discuss how ideas influence events		] THINK
Think: Discuss how individuals influence ideas or events		

**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.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 7.RI.CCR.4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Know: Identify figurative, connotative, and technical words and phrases		] KNOW
Know: Identify tone in text		
Think: Determine the meaning of figurative, connotative, and technical words/phrases		] THINK
Think: Analyze how meaning and tone are impacted by specific word choice		

**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.

**Category:** Craft and Structure**Strand:** Reading Informational Text

**Anchor Standard: 7.RI.CCR.5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Know: Determine how major sections of text contribute to or develop the main idea

**KNOW**

Think: Analyze how sentences contribute to, or develop the main idea

Think: Analyze how paragraphs contribute to, or develop the main idea

**THINK**

Think: Analyze how a chapter/section contributes to, or develops the main idea

**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.

**Category:** Craft and Structure**Strand:** Reading Informational Text

**Anchor Standard: 7.RI.CCR.6:** Assess how point of view or purpose shapes the content and style of a text.

Know: Determine the author's point of view or purpose

**KNOW**

Know: Identify details or examples for developing the point of view or purpose

Think: Explain how the author conveys his/her point of view

Think: Make a distinction between the author's point of view and those of others mentioned or implied

**THINK**

Think: Contrast how the author distinguishes his/her position from that of others

Think: Support your analysis with textual examples

**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).

**Category:** Integration of Knowledge and Ideas**Strand:** Reading Informational Text

**Anchor Standard: 7.RI.CCR.7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Know: Recognize characteristics of audio, video, and multimedia versions of text

**KNOW**

Think: Describe similarities and differences between various media portrayals of subjects

**THINK**

Think: Analyze how the audio, video, or multimedia version of various text portrays the subject

**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.

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Informational Text
<b>Anchor Standard: 7.RI.CCR.8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Know: Define relevant evidence	] KNOW
Know: Define sufficient evidence	
Know: Define sound reasoning	
Know: Identify the argument and claims in a text	
Think: Trace the argument and specific claims	] THINK
Think: Assess the relevance of evidence for specific claims	
Think: Assess the sufficiency of evidence for specific claims	
Think: Assess the soundness of the reasoning	
Think: Evaluate the argument and specific 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.

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Informational Text
<b>Anchor Standard: 7.RI.CCR.9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Know: Identify key information by different authors emphasizing different evidence	] KNOW
Know: Identify key information by different authors advancing different interpretations of facts	
Think: Analyze how texts by different authors shape their ideas by emphasizing different evidence	] THINK
Think: Analyze how texts by different authors shape their ideas by advancing different interpretations of facts	

**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.

<b>Category:</b> Range of Reading and Level of Text Complexity	<b>Strand:</b> Reading Informational Text
<b>Anchor Standard: 7.RI.CCR.10:</b> Read and comprehend complex literary and informational texts independently and proficiently.	
Know: Identify/understand key ideas and details	] KNOW
Know: Identify/understand craft and structure	
Think: Comprehend key ideas and details	] THINK
Think: Comprehend craft and structure	

# Writing Standards

## 7.W.1

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.

Category: Text Types and Purposes	Strand: Writing
<b>Anchor Standard: 7.W.CCR.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Know: Identify accurate, credible sources	KNOW
Know: Recognize phrases and clauses that create cohesion and clarify relationships	
Know: Identify and define alternate and opposing claims	
Know: Identify and define relevance, evidence, argument, and cohesion	
Know: Identify and define formal style	
Think: Determine how to introduce claims and acknowledge alternate or opposing claims	THINK
Think: Organize reasons and evidence logically	
Think: Determine logical and relevant support for claims	
Think: Evaluate sources for credibility and accuracy	
Think: Evaluate relevance of the evidence	
Think: Understand the topic or text	DO
Do: Create cohesion and clarify relationships	
Do: Establish and maintain a formal style	
Do: Plan a concluding statement following the argument	DO
Do: Produce an argument which introduces claims and acknowledges opposing or alternate claims	
Do: Produce an argument to support claims, which is logically organized	
Do: Produce an argument to support claims, which supports claims with logical reasoning and relevant evidence	
Do: Produce an argument to support claims, which cites credible and accurate sources	
Do: Produce an argument to support claims, which uses words, phrases, and clauses to create cohesion and clarify relationships	
Do: Produce an argument to support claims, which establishes and maintains a formal style	
Do: Produce an argument to support claims, which provides an appropriate concluding statement 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.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>Category:</b> Text Types and Purposes	<b>Strand:</b> Writing
<b>Anchor Standard: 7.W.CCR.2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Think: Determine which strategy is most effective to further develop a topic including definitions, classifications, comparison/contrast, and cause/effect	<b>THINK</b>
Think: Determine when to include graphics or multimedia	
Think: Select transitions that clarify relationships	
Think: Determine how to organize ideas, concepts, and information	
Think: Select appropriate transitions to create cohesion and clarify relationships	
Think: Determine precise language and domain-specific vocabulary	
Think: Establish and maintain a formal style	
Think: Determine a supportive concluding statement	
Do: Write informative/explanatory texts to examine a topic, convey ideas, or explain concepts and information	<b>DO</b>
Do: Write with organization	
Do: Write with analysis of relevant content	
Do: Introduce and develop a topic with relevant facts, definitions, concrete details, quotations, and examples	
Do: Organize ideas, concepts, and information using definitions, classifications, comparison/contrast, and cause/effect	
Do: Use formatting, graphics, and multimedia to aid comprehension	
Do: Use transitions to clarify the relationships between ideas and concepts	
Do: Use precise language and domain-specific vocabulary to inform or explain	
Do: Establish and maintain a formal style	
Do: Provide a concluding statement or section	



**7.W.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Category: Text Types and Purposes	Strand: Writing
<b>Anchor Standard: 7.W.CCR.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Know: Identify various points of view in a narrative	KNOW
Know: Identify how authors use precise words/phrases, descriptions, and sensory details to help readers visualize or sense action	
Think: Compare/contrast relevant and irrelevant details in developing experiences, events, and characters	THINK
Do: Use techniques to engage the reader and establish context	DO
Do: Use dialogue, pacing, and description to develop events and characters	
Do: Use a variety of transitions to move events along and to signal shifts	
Do: Develop conclusions that reflect on the events	
Do: Use precise, descriptive, and sensory language to capture the action and to develop experiences and events	DO
Do: Write a narrative that engages the reader	
Do: Write a narrative that establishes a context and point of view	
Do: Write a narrative that uses dialogue, pacing, and description to develop experiences, events, characters	
Do: Write a narrative that uses a variety of transitions to convey sequence and signal shifts	
Do: Write a narrative that uses appropriate precise, descriptive sensory language	
Do: Write a narrative that leads to a reflective conclusion	

**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.)

<b>Category:</b> Production and Distribution of Writing	<b>Strand:</b> Writing	
<b>Anchor Standard: 7.W.CCR.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Think: Analyze the reason for writing to inform task, purpose, and audience		] THINK
Think: Determine suitable idea development strategies, organization, and style		
Do: Produce writing with clear and coherent idea development		] DO
Do: Produce writing with clear and coherent organization		
Do: Produce writing with clear and coherent style		

**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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on pages 49 and 50.)

<b>Category:</b> Production and Distribution of Writing	<b>Strand:</b> Writing	
<b>Anchor Standard: 7.W.CCR.5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
Know: Recognize how to plan, revise, edit, and rewrite		] KNOW
Know: Know how to edit for conventions		
Think: Develop and strengthen writing by planning, revision, editing, and rewriting		] THINK
Think: Develop and strengthen writing by trying a new approach		
Think: Determine how well the focus of the purpose has been addressed		
Think: Determine how well the focus of audience has 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.

Category: Production and Distribution of Writing	Strand: Reading & Literacy
<b>Anchor Standard: 7.W.CCR.6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Know: Identify publishing and collaborative options that use technology	] KNOW
Know: Explain how to cite sources	
Know: Explain how to create hyperlinks	
Know: Know how to collaborate effectively	
Think: Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience	] THINK
Think: Determine the best technology options for communicating and collaborating with others for an intended purpose	
Do: Use technology (Internet) to produce, revise, edit, and publish writing	] DO
Do: Use technology to link to and cite sources	
Do: Use technology to interact and collaborate with others	

**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.

Category: Research to Build and Present Knowledge	Strand: Writing
<b>Anchor Standard: 7.W.CCR.7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Know: Use reliable sources of information	] KNOW
Think: Select appropriate sources to answer a question	] THINK
Think: Determine relevant and irrelevant information from sources in order to answer a question	
Think: Formulate focused questions from sources of information for further research and investigation	
Think: Conduct steps for research to answer a question	
Think: Generate additional related, focused questions for further research and investigation	
Do: Implement appropriate inquiry methods to conduct a short research project	] DO

**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.

<b>Category:</b> Research to Build and Present Knowledge	<b>Strand:</b> Writing
<b>Anchor Standard: 7.W.CCR.8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
Know: Use effective search terms	] <b>KNOW</b>
Know: Recognize standard formats for citations	
Know: Recognize credibility and accuracy	
Think: Follow standard citation format	] <b>THINK</b>
Think: Assess the credibility and accuracy of each source	
Think: Quote or paraphrase the data and conclusions of others, avoiding plagiarism	

**7.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 7 Reading standards* 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”).
- b. Apply *grade 7 Reading standards* 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”).

<b>Category:</b> Research to Build and Present Knowledge	<b>Strand:</b> Writing
<b>Anchor Standard: 7.W.CCR.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Know: Identify key ideas and details to support conclusions through research	] <b>KNOW</b>
Know: Cite textual evidence to analyze explicit text	
Think: Draw evidence from key ideas and details as support for research	] <b>THINK</b>
Think: Analyze key ideas and details as evidence of understanding text	
Think: Reflect on key ideas and details as evidence of understanding text	
Think: Draw upon key ideas and details as support for research	

**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.

Category: Range of Writing	Strand: Writing	
<b>Anchor Standard: 7.W.CCR.10:</b> 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 tasks, purposes, and audiences.		
Know: Identify audience, topic, and purpose		] KNOW
Know: Identify appropriate organizational structure for various writing		
Think: Determine when to write for short or extended time frames based on audience, purpose, or task		] THINK
Think: Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience		
Do: Write for various audiences, purposes, or tasks for shortened time frames		] DO
Do: Write for various audiences, purposes, or tasks for extended time frames		

## Speaking & Listening Standards

### 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.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Category: Comprehension and Collaboration	Strand: Speaking & Listening
<b>Anchor Standard: 7.SL.CCR.1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Know: Identify key ideas from reading material or research	KNOW
Know: Describe components of a collegial discussion and planning	
Know: Recognize key ideas and new information during discussions	
Think: Reflect on discussion topics using evidence	THINK
Think: Track progress toward specific goals and deadlines, defining individual roles as needed	
Think: Justify ideas and responses shared with evidence from text or research and modify when warranted	
Think: Evaluate new information posed and form personal opinion	
Think: Formulate comments, questions, and responses based on evidence	DO
Do: Engage in a variety of discussions by listening and sharing acquired and prior knowledge	
Do: Demonstrate collegial rules during discussion	
Do: Articulate personal ideas clearly	
Do: Pose relevant questions that elicit elaboration	
Do: Respond to questions and comments with relevant details, bringing discussion back on topic as needed	
Do: Acknowledge new information posed and respond to change viewpoints as needed	

**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.

<b>Category:</b> Comprehension and Collaboration	<b>Strand:</b> Speaking & Listening
<b>Anchor Standard: 7.SL.CCR.2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
Know: Identify main details and supporting details that contribute to the topic, text, and issue studied of various media formats	] <b>KNOW</b>  ] <b>THINK</b>
Think: Visually, quantitatively, and orally analyze the main ideas and supporting details presented in diverse media and formats	
Think: Explain how the ideas clarify the topic, text, and issue studied	

**7.SL.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

<b>Category:</b> Comprehension and Collaboration	<b>Strand:</b> Speaking & Listening
<b>Anchor Standard: 7.SL.CCR.3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
Know: Define and identify sound reasoning, arguments, reasons, relevant and sufficient evidence, and claims	] <b>KNOW</b>  ] <b>THINK</b>
Think: Delineate a speaker's argument and specific claims	
Think: Evaluate the soundness of the speaker's reasoning	
Think: Evaluate the relevance and sufficiency of the speaker's evidence	

**7.SL.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

<b>Category:</b> Presentation of Knowledge and Ideas	<b>Strand:</b> Speaking & Listening
<b>Anchor Standard: 7.SL.CCR.4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Know: Identify claims/findings and salient points	] <b>KNOW</b>
Know: Identify appropriate eye contact, adequate volume, and clear pronunciation	
Think: Determine salient points and pertinent descriptions, facts, details, and examples	] <b>THINK</b>
Think: Sequence claims, findings, salient points, pertinent descriptions, facts, details, and examples in a focused, coherent manner	
Do: Present claims and findings	] <b>DO</b>
Do: Emphasize salient points	
Do: Present information in a focused, coherent manner, including pertinent descriptions, facts, details, and examples	
Do: Demonstrate appropriate eye contact, adequate volume, and clear pronunciation	

**7.SL.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

<b>Category:</b> Presentation of Knowledge and Ideas	<b>Strand:</b> Speaking & Listening	
<b>Anchor Standard: 7.SL.CCR.5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
Know: Recognize claims, findings, and salient points		] KNOW ] THINK
Think: Determine what multimedia components/visual display options best clarify information		
Do: Use multimedia components/visual displays in a presentation to clarify claims and findings		] DO
Do: Use multimedia components/visual displays in a presentation to emphasize salient points		

**7.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on pages 49 and 50 for specific expectations.)

<b>Category:</b> Presentation of Knowledge and Ideas	<b>Strand:</b> Speaking & Listening	
<b>Anchor Standard: 7.SL.CCR.6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
Know: Describe formal and informal settings		] KNOW ] THINK
Know: Describe qualities of formal and informal speech		
Think: Determine if formal or informal speech is appropriate in the context of a given situation		] DO
Do: Adapt speech to a given context or task when speaking		
Do: Demonstrate correct use of formal English when speaking		



# Language

## 7.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Category: Conventions of Standard English	Strand: Language
<b>Anchor Standard: 7.L.CCR.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Know: Recognize phrases and clauses	] KNOW
Know: Identify compound-complex sentences	
Know: Identify misplaced and dangling modifiers	
Know: Identify strategies to improve expression in language	
Do: Demonstrate command of standard English grammar and usage when writing	] DO
Do: Explain the function of phrases and clauses in general and in specific sentences	
Do: Choose the best type of sentence for signaling relationships among ideas	
Do: Correct misplaced and dangling modifiers	
Do: Demonstrate command of standard English grammar and usage when speaking	
Do: Choose phrases and clauses correctly when speaking	
Do: Select and combine sentences to show relationships between/among ideas	

## 7.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- Spell correctly.

Category: Conventions of Standard English	Strand: Language
<b>Anchor Standard: 7.L.CCR.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Know: Apply correct capitalization, punctuation, and spelling	] KNOW
Know: Use a comma to separate coordinate adjectives	
Know: Know that coordinate adjectives describe the same word or term	
Do: Recall and apply spelling rules	] DO

**7.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

<b>Category:</b> Knowledge of Language	<b>Strand:</b> Language	
<b>Anchor Standard: 7.L.CCR.3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
Know: Recognize language conventions for writing, speaking, reading, and listening		] <b>KNOW</b>
Know: Recognize precise and concise language		
Think: Apply language knowledge when writing, reading, and listening		] <b>THINK</b>
Think: Apply knowledge of language conventions when writing, reading, and listening		
Think: Use precise and concise language to eliminate wordiness and redundancy when writing		
Do: Use knowledge of language when speaking		] <b>DO</b>
Do: Use knowledge of language conventions when speaking		
Do: Use precise and concise language to eliminate wordiness and redundancy when speaking		

**7.L.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Category: Vocabulary Acquisition and Use	Strand: Language
<b>Anchor Standard: 7.L.CCR.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
Know: Identify multiple-meaning words and phrases	KNOW
Know: Identify grade appropriate roots and affixes	
Know: Recognize strategies for finding meanings of unknown words	
Think: Determine/clarify the meaning of words using context clues	THINK
Think: Determine/clarify the meaning of words using Greek and Latin affixes and roots	
Think: Choose from a range of vocabulary strategies to determine a word's meaning	
Think: Verify preliminary determination of a word's meaning by checking the inferred meaning in context or in a dictionary	
Do: Use print and digital reference materials to find pronunciation	DO
Do: Use print and digital reference materials to determine or clarify precise meaning	
Do: Use print and digital reference materials to identify meaning, a word's part of speech	

**7.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

<b>Category:</b> Vocabulary Acquisition and Use	<b>Strand:</b> Language	
<b>Anchor Standard: 7.L.CCR.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Know: Interpret figurative language		KNOW
Know: Know the different types of relationships of words		
Know: Recognize the meaning of the terms connotation (associations) and denotation (definitions)		
Think: Analyze text to locate figures of speech		THINK
Think: Analyze the relationship between particular words		
Think: Distinguish among the connotations of words with similar denotations		

**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.

<b>Category:</b> Vocabulary Acquisition and Use	<b>Strand:</b> Language	
<b>Anchor Standard: 7.L.CCR.6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Know: Identify general academic and domain-specific words and phrases		KNOW
Know: Gather vocabulary knowledge important to comprehension or expression		
Think: Accurately use words important to the comprehension of academic and domain-specific words		THINK
Think: Apply vocabulary knowledge when considering words important to comprehension of expression		
Think: Select appropriate resources to aid in gathering vocabulary knowledge		

Common Core State Standards

# DECONSTRUCTED



Eight Grade, English Language Arts



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<b>8.RL.1</b>	<b>59</b>
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>8.RL.2</b>	<b>59</b>
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.	
<b>8.RL.3</b>	<b>60</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>8.RL.4</b>	<b>60</b>
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.	
<b>8.RL.5</b>	<b>60</b>
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.	
<b>8.RL.6</b>	<b>61</b>
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.	
<b>8.RL.7</b>	<b>61</b>
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.	
<b>8.RL.8</b>	<b>61</b>
(Not applicable to literature)	
<b>8.RL.9</b>	<b>62</b>
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
<b>8.RL.10</b>	<b>62</b>
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.	
<b>8.RI.1</b>	<b>63</b>
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>8.RI.2</b>	<b>63</b>
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.	
<b>8.RI.3</b>	<b>63</b>
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	

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<b>8.RI.4</b>	64
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.	
<b>8.RI.5</b>	64
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.	
<b>8.RI.6</b>	64
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.7</b>	65
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
<b>8.RI.8</b>	65
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.	
<b>8.RI.9</b>	66
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.	
<b>8.RI.10</b>	66
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.	
<b>8.W.1</b>	67
Write arguments to support claims with clear reasons and relevant evidence.	
<ol style="list-style-type: none"><li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li><li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li><li>Establish and maintain a formal style.</li><li>Provide a concluding statement or section that follows from and supports the argument presented.</li></ol>	
<b>8.W.2</b>	68
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
<ol style="list-style-type: none"><li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li></ol>	

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>8.W.3</b>	<b>69</b>
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Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

<b>8.W.4</b>	<b>70</b>
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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.)

<b>8.W.5</b>	<b>70</b>
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With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on pages 76 and 77.)

<b>8.W.6</b>	<b>71</b>
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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.

<b>8.W.7</b>	<b>71</b>
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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.

<b>8.W.8</b>	<b>72</b>
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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.

<b>8.W.9</b>	<b>72</b>
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Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
- b. Apply *grade 8 Reading standards* 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").



<b>8.W.10</b>	<b>73</b>
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.	
<b>8.SL.1</b>	<b>73</b>
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.	
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
<b>8.SL.2</b>	<b>74</b>
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.	
<b>8.SL.3</b>	<b>74</b>
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.	
<b>8.SL.4</b>	<b>75</b>
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
<b>8.SL.5</b>	<b>75</b>
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
<b>8.SL.6</b>	<b>76</b>
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on pages 76 and 77 for specific expectations.)	
<b>8.L.1</b>	<b>76</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	
b. Form and use verbs in the active and passive voice.	
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
d. Recognize and correct inappropriate shifts in verb voice and mood.	
<b>8.L.2</b>	<b>77</b>
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.	
b. Use an ellipsis to indicate an omission.	
c. Spell correctly.	

**8.L.3****77**

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).

**8.L.4****78**

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**8.L.5****79**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

**8.L.6****79**

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 of expression.

# Reading Standards for Literature

**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.

Category: Key Ideas and Details	Strand: Reading Literature
<b>Anchor Standard: 8.RL.CCR.1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Know: Identify explicitly stated key ideas	] KNOW
Know: Identify evidence that strongly supports the key idea	
Know: Recognize the difference between inference and what is explicitly stated	
Think: Make inferences about what a text says but is not directly stated	] THINK
Think: Evaluate evidence about what most strongly supports key ideas	
Think: Cite evidence used to make inferences 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.

Category: Key Ideas and Details	Strand: Reading Literature
<b>Anchor Standard: 8.RL.CCR.2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Know: Understand theme and central idea of a text	] KNOW
Know: Know the literary elements (characters, setting, plot)	
Know: Objectively summarize a text	
Think: Analyze the development of a theme or central idea over the course of a text	] THINK
Think: Analyze the relationship between the theme and literary elements of the text	
Do: Provide an objective summary of the text	] DO

### 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.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 8.RL.CCR.3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Know: Identify elements of literature dialogue		] KNOW
Know: Identify elements of literature plot		
Know: Identify elements of literature characterization		
Think: Analyze lines of dialogue for propelling action		] THINK
Think: Analyze lines of dialogue for revealing characters		
Think: Analyze lines of dialogue for provoking decisions		
Think: Analyze incidents for propelling action		
Think: Analyze incidents for revealing character		
Think: Analyze incidents for provoking decisions		

### 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.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 8.RL.CCR.4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Know: Identify figurative and connotative words and phrases		] KNOW
Know: Identify meaning and tone of a text		
Know: Identify specific words that impact meaning and tone		
Know: Identify analogies		
Know: Identify allusions to other texts		
Think: Determine the figurative and connotative meanings of words and phrases as they are used in the text		] THINK
Think: Analyze the impact of word choices, analogies, and allusions on meaning and tone		

### 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.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 8.RL.CCR.5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
Know: Identify structural elements of two or more texts		] KNOW
Think: Compare and contrast the structure of two literary texts		] THINK
Think: Analyze how the 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.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 8.RL.CCR.6:</b> Assess how point of view or purpose shapes the content and style of a text.	
Know: Determine the author’s point of view or purpose	
Know: Identify evidence the author uses to support his/her characters’ viewpoint/purpose	
Know: Identify conflicting evidence or viewpoints presented in a given text	
Think: Compare and contrast the author’s evidence and/or viewpoints to conflicting evidence and/or viewpoints	
Think: Analyze the techniques the author uses to respond to conflicting evidence	
Think: Support your analysis with examples	

KNOW

THINK

**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.

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 8.RL.CCR.7:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
Know: Recognize choices directors and actors make	
Know: Define evaluate	
Think: Compare and contrast the text of a story or drama and the live or filmed production	
Think: Analyze the faithfulness or departure between the text of a story or drama and the live or filmed production	
Think: Evaluate the outcome/impact of choices made by directors and actors	

KNOW

THINK

**8.RL.8** (Not applicable to literature)

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Literature
<b>Anchor Standard: 8.RL.CCR.8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Know:	
Know:	
Think:	
Think:	
Think:	

KNOW

THINK

**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.

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 8.RL.CCR.9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Know: Identify theme		] KNOW
Know: Identify patterns of events		
Know: Identify character types		
Think: Compare and contrast themes in modern fiction to myth/traditional story/religious work		] THINK
Think: Compare and contrast patterns of events in modern fiction to myth/traditional story/religious work		
Think: Compare and contrast character types in modern fiction to myth/traditional story/religious work		
Think: Evaluate how myths, traditional stories, or religious works are rendered new		

**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.

<b>Category:</b> Range of Reading and Level of Text Complexity	<b>Strand:</b> Reading Literature	
<b>Anchor Standard: 8.RL.CCR.10:</b> Read and comprehend complex literary and informational texts independently and proficiently.		
Know: Identify/understand key ideas and details		] KNOW
Know: Identify/understand craft and structure		
Know: Identify/understand integration of knowledge		
Think: Comprehend key ideas and details		] THINK
Think: Comprehend craft and structure		

# Reading Standards for Informational Text

**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.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Informational Text
<b>Anchor Standard: 8.RI.CCR.1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Know: Recognize the difference in explicitly stated and inference information	] KNOW
Think: Determine supporting details for what is explicitly stated	
Think: Determine supporting details for inferences made	] THINK
Think: Make inferences about what is said in 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.

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Informational Text
<b>Anchor Standard: 8.RI.CCR.2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Know: Identify the central idea of a text	] KNOW
Know: Identify ideas that support the central idea of a text	
Think: Determine the relationship between the central ideas and supporting ideas	] THINK
Think: Analyze the development of the central idea over the course of the text	
Do: Provide an objective summary of the text	] DO

**8.RI.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

<b>Category:</b> Key Ideas and Details	<b>Strand:</b> Reading Informational Text
<b>Anchor Standard: 8.RI.CCR.3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Know: Define compare and contrast	] KNOW
Know: Define analogies	
Know: Define categorization	
Know: Identify individuals, events, and ideas in a text	
Think: Compare how individuals, ideas, and events are connected	] THINK
Think: Contrast the distinctions between individuals, ideas, and events	

**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.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 8.RI.CCR.4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Know: Identify figurative, connotative, and technical words and phrases		] KNOW
Know: Identify words and phrases that include analogies and allusions to other texts		
Think: Determine the meaning of figurative, connotative, and technical words and phrases		] THINK
Think: Analyze the impact of word choice on meaning and tone		
Think: Analyze the impact of analogies and allusions to the meaning and tone of other texts		

**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.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 8.RI.CCR.5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
Know: Identify different roles of sentences		] KNOW
Know: Identify the structure of a specific paragraph in an informational text		
Think: Analyze the role that a particular sentence plays in developing and refining the key concept		] THINK
Think: Analyze the structure of specific sentences in developing a paragraph		

**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.

<b>Category:</b> Craft and Structure	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 8.RI.CCR.6:</b> Assess how point of view or purpose shapes the content and style of a text.		
Know: Determine the author's point of view or purpose		] KNOW
Know: Identify evidence the author uses to support his/her viewpoint or purpose		
Know: Identify conflicting evidence or viewpoints presented in a given text		
Think: Compare and contrast the author's evidence and/or viewpoints to any conflicting evidence and/or viewpoints		] THINK
Think: Analyze the techniques the author uses to respond to conflicting evidence		
Do: Support your analysis of evidence with examples		] DO



**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.

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 8.RI.CCR.7:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
Know: Identify different mediums including print, digital, video, and multimedia		] KNOW
Know: Define evaluate		
Think: Evaluate the advantages and disadvantages of using print in a presentation		] THINK
Think: Evaluate the advantages and disadvantages of using digital in a presentation		
Think: Evaluate the advantages and disadvantages of using video in a presentation		
Think: Evaluate the advantages and disadvantages of using multimedia in a presentation		
Do: Use different mediums		] DO

**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.

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 8.RI.CCR.8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Know: Define and identify relevant/irrelevant evidence in informational text		] KNOW
Know: Define and identify sufficient/insufficient evidence in informational text		
Know: Define and identify sound/unsound reasoning in informational text		
Think: Delineate the argument and specific claims of a text		] THINK
Think: Classify evidence as relevant/irrelevant in informational text		
Think: Classify reasoning as sound/unsound in informational text		
Think: Classify evidence as sufficient/insufficient in informational text		
Think: Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence		

**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.

<b>Category:</b> Integration of Knowledge and Ideas	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 8.RI.CCR.9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Know: Identify differences or conflicting information between two texts		] KNOW
Know: Recognize facts or interpretations		
Know: Identify criteria for analyzing texts		
Think: Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation		] THINK

**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.

<b>Category:</b> Range of Reading and Level of Text Complexity	<b>Strand:</b> Reading Informational Text	
<b>Anchor Standard: 8.RI.CCR.10:</b> Read and comprehend complex literary and informational texts independently and proficiently.		
Know: Identify and understand key ideas and details		] KNOW
Know: Identify and understand craft and structure		
Know: Identify and understand integration of knowledge		
Think: Comprehend key ideas and details		] THINK
Think: Comprehend craft and structure		

# Writing Standards

## 8.W.1

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.

Category: Text Types and Purposes	Strand: Writing
<b>Anchor Standard: 8.W.CCR.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Know: Identify an accurate, credible source	<b>KNOW</b>
Know: Identify and explain phrases and clauses that create cohesion and clarify relationships	
Know: Identify and explain alternate, counter, or opposing claims	
Know: Identify relevant evidence	
Know: Identify and explain argument	
Know: Identify and explain a concluding statement	
Know: Identify and explain formal style	
Think: Determine how to introduce claims and acknowledge alternate or opposing claims	<b>THINK</b>
Think: Organize reasons and evidence logically	
Think: Build support for claims using logical reasoning and relevant evidence	
Think: Build support for claims by distinguishing between relevant and irrelevant evidence	
Think: Evaluate sources for credibility and accuracy	
Think: Create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence	
Think: Plan a concluding statement following the argument	<b>DO</b>
Do: Write an argument to support claims with clear, logical reasons and relevant evidence	
Do: Write an argument which introduces claims, acknowledges and distinguishes claim(s) from alternate or opposing claims	
Do: Write an argument which demonstrates logical organization of reasons and evidence	
Do: Write an argument which cites credible and accurate sources of information	
Do: Write an argument which demonstrates an understanding of the topic or text	
Do: Write an argument which uses words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence	
Do: Write an argument which establishes and maintains a formal style	
Do: Write an argument which provides a concluding statement 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.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Category: Text Types and Purposes	Strand: Writing
<b>Anchor Standard: 8.W.CCR.2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Know: Identify a topic	<b>KNOW</b>
Know: Identify transitions	
Know: Identify precise language and domain-specific vocabulary	
Know: Identify formal style	
Know: Identify a conclusion for a topic that follows from and supports the information or explanation presented	
Think: Organize ideas, concepts, and information into broader categories	<b>THINK</b>
Think: Analyze and organize relevant content using facts, definitions, concrete details, and quotations to develop the topic	
Think: Select appropriate and varied transitions to create cohesion and clarify relationships	
Think: Determine precise language and domain-specific vocabulary	
Think: Determine an effective, supportive conclusion for the topic or section	
Do: Develop a topic with relevant, well-chosen facts	<b>DO</b>
Do: Develop a topic using definitions, concrete details, quotations, examples, and other information	
Do: Apply formatting, graphics, and multimedia to aid comprehension	
Do: Use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion	
Do: Use precise language and domain-specific vocabulary	
Do: Establish and maintain a formal style	
Do: Provide an effective, concluding statement or section that supports the topic	<b>DO</b>
Do: Write informative/explanatory texts to examine a topic	
Do: Write informative/explanatory texts to convey ideas	
Do: Write informative/explanatory texts to explain concepts and information	
Do: Write with organization	

**8.W.3**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Category: Text Types and Purposes	Strand: Writing
<b>Anchor Standard: 8.W.CCR.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Know: Identify various points of view in narratives	<b>KNOW</b>
Know: Identify narrative techniques such as dialogue, pacing, description, and reflection	
Know: Recognize transition words, phrases, and clauses	
Know: Recognize how authors use precise words/phrases to help readers visualize or sense the action	
Know: Recognize how authors use description to help readers visualize or sense the action	
Know: Recognize how authors use sensory details to help readers visualize or sense the action	
Do: Design and organize event sequences that unfold naturally and logically	<b>DO</b>
Do: Use a variety of transitions to shift from one setting to another	
Do: Analyze the relationships among experiences and events	
Do: Use precise, descriptive, and sensory language to capture the action and to develop experiences and events	
Do: Assemble a conclusion that reflects on experiences and events	<b>DO</b>
Do: Write a narrative that engages the reader	
Do: Write a narrative that establishes a context and point of view	
Do: Write a narrative that uses dialogue, pacing, and description to develop experiences, events, characters	
Do: Write a narrative that uses a variety of transitions to convey sequence and signal shifts	
Do: Write a narrative that uses appropriate precise, descriptive sensory language	
Do: Write a narrative that leads to a reflective conclusion	

**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.)

<b>Category:</b> Production and Distribution of Writing	<b>Strand:</b> Writing
<b>Anchor Standard: 8.W.CCR.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Think: Analyze the reason for writing to decide on task, purpose, and audience	] <b>THINK</b>
Think: Determine suitable idea development strategies	
Think: Determine suitable organization	
Think: Determine suitable style	
Do: Produce writing clear and coherent with idea development	] <b>DO</b>
Do: Produce writing clear and coherent with organization	
Do: Produce writing clear and coherent with style	

**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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on pages 76 and 77.)

<b>Category:</b> Production and Distribution of Writing	<b>Strand:</b> Writing
<b>Anchor Standard: 8.W.CCR.5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Know: Recognize how to plan, revise, edit, and rewrite	] <b>KNOW</b>
Know: Recognize how to try a new approach	
Think: Determine how well the focus of the purpose has been addressed	] <b>THINK</b>
Think: Determine how well the focus of audience has been addressed	
Do: Develop and strengthen writing by planning, revising, editing, and rewriting	] <b>DO</b>
Do: Develop and strengthen writing by trying a new approach	

**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.

Category: Production and Distribution of Writing	Strand: Writing
<b>Anchor Standard: 8.W.CCR.6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Know: Identify publishing and collaboration options that use technology	KNOW
Know: Know how to collaborate effectively	
Think: Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience	THINK
Think: Determine the best technology options for communicating and collaborating with others for an intended purpose	
Think: Evaluate the relationship between information presented and ideas expressed	
Do: Select technology to present information and ideas	DO
Do: Use technology (Internet) to produce, revise, edit, and publish writing	
Do: Use technology to interact and collaborate with others	
Do: Use technology to present information and ideas	

**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.

Category: Research to Build and Present Knowledge	Strand: Writing
<b>Anchor Standard: 8.W.CCR.7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Know: Identify reliable sources of information	KNOW
Know: Apply appropriate inquiry methods to conduct a research project	
Know: Apply multiple avenues of exploration	
Think: Determine which facts/examples best answer a question	THINK
Think: Draw conclusions about the validity of sources	
Demonstrate: Formulate questions that would allow for other avenues of exploration	DO
Demonstrate: Conduct short research projects that answer questions	
Demonstrate: Conduct short research projects that draw on several sources	
Demonstrate: Conduct short research projects which generate 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.

<b>Category:</b> Research to Build and Present Knowledge	<b>Strand:</b> Writing	
<b>Anchor Standard: 8.W.CCR.8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
Know: Recognize standard format for a citation		] KNOW
Know: Determine the relevance of information gathered from print and digital sources		
Think: Assess the credibility and accuracy of a source		] THINK
Do: Quote or paraphrase the data and conclusions of others, avoiding plagiarism		] DO
Do: Use search terms effectively		
Do: Gather relevant information from multiple sources		

**8.W.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- b. Apply *grade 8 Reading standards* 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”).

<b>Category:</b> Research to Build and Present Knowledge	<b>Strand:</b> Writing	
<b>Anchor Standard: 8.W.CCR.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Know: Identify key ideas and details that support conclusions		] KNOW
Know: Cite textual evidence to analyze explicit text		
Think: Draw evidence from key ideas and details as support for research		] THINK
Think: Analyze key ideas and details as evidence of understanding text		
Think: Reflect on key ideas and details as evidence of support and understanding		



**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) for a range of discipline-specific tasks, purposes, and audiences.

<b>Category:</b> Range of Writing	<b>Strand:</b> Writing
<b>Anchor Standard: 8.W.CCR.10:</b> 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 tasks, purposes, and audiences.	
Know: Identify discipline-specific tasks, audiences, and purposes	] <b>KNOW</b> ] <b>THINK</b> ] <b>DO</b>
Think: Determine appropriate organizational structure for various types of writing based upon task, purpose, and audience	
Do: Write over shortened time frames	
Do: Write over extended time frames	

## Speaking & Listening Standards

**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.

- 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.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

<b>Category:</b> Comprehension and Collaboration	<b>Strand:</b> Speaking & Listening
<b>Anchor Standard: 8.SL.CCR.1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Know: Identify key ideas from reading material or research	] <b>KNOW</b>
Know: Describe components of a collegial discussion and planning	
Know: Recognize key ideas and new information during discussions	
Think: Analyze texts, issues, and others' opinions	] <b>THINK</b>
Think: Synthesize ideas, issues, and arguments to formulate personal opinion and questions for others	
Think: Evaluate personal views and the views of others	
Think: Track progress toward specific goals and deadlines, defining individual roles as needed	
Think: Evaluate new information, personal views, as well as the views of others	
Think: Formulate comments, questions, and responses based on evidence, observations, and ideas	

Do: Engage in a variety of discussions by listening and sharing acquired and prior knowledge	DO
Do: Demonstrate collegial rules during discussion	
Do: Articulate personal ideas clearly	
Do: Pose relevant questions that connect ideas of several speakers	
Do: Respond to questions and comments with relevant details	
Do: Acknowledge new information posed and use evidence to justify personal viewpoints	

**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.

<b>Category:</b> Comprehension and Collaboration	<b>Strand:</b> Speaking & Listening	
<b>Anchor Standard: 8.SL.CCR.2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
Know: Identify the author’s purpose in information presented		KNOW
Know: Identify the author’s motives for the presentation of information		
Think: Analyze the purpose of information presented in diverse media and formats		THINK
Think: Evaluate the motives behind the presentation of the information		

**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.

<b>Category:</b> Comprehension and Collaboration	<b>Strand:</b> Speaking & Listening	
<b>Anchor Standard: 8.SL.CCR.3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.		
Know: Define and identify a speaker’s argument and claims		KNOW
Know: Define and identify sound reasoning		
Know: Define and identify unsound reasoning		
Know: Define and identify relevant evidence		
Know: Define and identify irrelevant evidence		
Know: Define and identify sufficient evidence		
Know: Define and identify insufficient evidence		
Think: Delineate a speaker’s argument and specific claims		THINK
Think: Evaluate the soundness of the speaker’s reasoning		
Think: Evaluate the relevance and sufficiency of the speaker’s evidence		
Think: Distinguish between sound and unsound reasoning in a speakers argument		
Think: Distinguish between relevant and irrelevant evidence in a speakers argument		
Think: Distinguish between sufficient and insufficient evidence in a speakers argument		

**8.SL.4**

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Category: Presentation of Knowledge and Ideas	Strand: Speaking & Listening
<b>Anchor Standard: 8.SL.CCR.4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Know: Identify claims and findings	KNOW
Know: Identify appropriate eye contact	
Know: Identify adequate volume	
Know: Identify clear pronunciation	
Think: Determine salient points	THINK
Think: Determine relevant evidence	
Think: Determine sound, valid reasoning	
Think: Determine well-chosen details	
Do: Organize points and details in a coherent manner	DO
Do: Present claims and findings emphasizing salient points with relevant evidence	
Do: Present claims and findings emphasizing salient points with sound, valid reasoning	
Do: Present claims and findings emphasizing salient points with well-chosen details	
Do: Demonstrate appropriate eye contact	
Do: Demonstrate adequate volume	
Do: Demonstrate clear pronunciation	

**8.SL.5**

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Category: Presentation of Knowledge and Ideas	Strand: Speaking & Listening
<b>Anchor Standard: 8.SL.CCR.5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Know: Integrate multimedia and visual displays	KNOW
Think: Determine when to integrate multimedia and visual displays to clarify information	
Think: Determine when to integrate multimedia and visual displays to strengthen claims and evidence	THINK
Think: Determine when to integrate multimedia and visual displays to add interest	
Do: Integrate multimedia components/visual displays in a presentation to clarify information	DO
Do: Integrate multimedia components/visual displays in a presentation to strengthen claims and evidence	
Do: Integrate multimedia components/visual displays in a presentation to add interest	

**8.SL.6**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on pages 76 and 77 for specific expectations.)

<b>Category:</b> Presentation of Knowledge and Ideas	<b>Strand:</b> Speaking & Listening
<b>Anchor Standard: 8.SL.CCR.6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Know: Describe qualities of formal speech	] <b>KNOW</b>
Know: Describe qualities of informal speech	
Think: Determine if formal or informal speech is appropriate in the context of a given situation	] <b>THINK</b>
Do: Adapt speech to a given context or task when speaking	] <b>DO</b>
Do: Demonstrate correct use of formal English when speaking	

## Language

**8.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.

<b>Category:</b> Conventions of Standard English	<b>Strand:</b> Language
<b>Anchor Standard: 8.L.CCR.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Know: Define verbals such as gerunds, participles, and infinitives	] <b>KNOW</b>
Know: Recognize verbs in active voice and passive voice	
Know: Identify verb moods such as indicative, imperative, interrogative, conditional, and subjunctive	
Know: Recognize inappropriate verb voice and mood	
Know: Explain the function of phrases and clauses in general and in specific sentences	
Do: Form and use verbs in active and passive voice	
Do: Correct misplaced and dangling modifiers	
Do: Use the following verb moods correctly - indicative, imperative, interrogative, conditional, and subjunctive	
Do: Correct inappropriate shifts in verb voice and mood	
Do: Demonstrate command of standard English grammar and usage when writing	
Do: Demonstrate command of standard English grammar and usage when speaking	

**8.L.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.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

<b>Category:</b> Conventions of Standard English	<b>Strand:</b> Language
<b>Anchor Standard: 8.L.CCR.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Know: Know that a dash is two hyphens without a space between them or on either side	] <b>KNOW</b>
Know: Recall and apply spelling rules	
Know: Know that an ellipsis is three or four dots within the sentence	
Know: Identify and correct misspelled words	
Do: Apply correct capitalization	] <b>DO</b>
Do: Apply correct punctuation	
Do: Apply correct spelling	
Do: Use punctuation (commas, ellipsis, dash) to indicate a pause or a break	
Do: Use commas to set off words or phrases that make a distinct break in the flow of thought	
Do: Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time	
Do: Use a dash to set off material that is parenthetical or summary in nature	

**8.L.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 too achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

<b>Category:</b> Knowledge of Language	<b>Strand:</b> Language
<b>Anchor Standard: 8.L.CCR.3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
Know: Recognize language conventions for writing, speaking, reading, and listening	] <b>KNOW</b>
Know: Recognize when verbs are in active or passive voice	
Know: Recognize when verbs are in conditional and subjunctive mood	
Think: Apply knowledge of language conventions when writing, reading, and listening	] <b>THINK</b>
Think: Determine when to use verbs in active or passive voice	
Think: Determine when to use verbs in the conditional and subjunctive mood	
Do: Use knowledge of language when speaking	] <b>DO</b>
Do: Use knowledge of language conventions when speaking	
Do: Use verbs in active or passive voice	
Do: Use verbs in the conditional and subjunctive mood	

**8.L.4**

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *precede*, *recede*, *secede*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Category: Vocabulary Acquisition and Use	Strand: Language
<b>Anchor Standard: 8.L.CCR.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
Know: Recognize that many words have more than one meaning	<b>KNOW</b>
Know: Identify common, grade-appropriate Greek and Latin affixes and roots	
Think: Determine the meaning of a word or phrase by using context clues	<b>THINK</b>
Think: Determine the meaning of a word or phrase by using common Greek and Latin affixes and roots	
Do: Verify the initial determination of the meaning of a word	<b>DO</b>
Do: Clarify the intended meaning of multiple-meaning words and phrases	
Do: Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase	
Do: Consult general and specialized reference materials, both print and digital, to find pronunciation	
Do: Consult general and specialized reference materials, both print and digital, to determine or clarify precise meaning or part of speech	

**8.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

<b>Category:</b> Vocabulary Acquisition and Use	<b>Strand:</b> Language
<b>Anchor Standard: 8.L.CCR.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Know: Recognize the meaning of figurative language	] <b>KNOW</b>
Know: Recognize the different types of relationships between words	
Know: Define the meaning of the terms connotation and denotation	
Think: Analyze text to locate figures of speech	] <b>THINK</b>
Think: Analyze the relationship between particular words	
Think: Distinguish among the connotations of words with similar denotations	
Do: Demonstrate the relationship between words to find meaning	] <b>DO</b>

**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 of expression.

<b>Category:</b> Vocabulary Acquisition and Use	<b>Strand:</b> Language
<b>Anchor Standard: 8.L.CCR.6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Know: Identify general academic and domain-specific words and phrases	] <b>KNOW</b>
Know: Gather vocabulary knowledge important to comprehension or expression	
Do: Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression	] <b>THINK</b>
Do: Select appropriate resources to aid in gathering vocabulary knowledge	

## College and Career readiness anchor Standards for reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### range of reading and Level of text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### Note on range and content of student reading

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*



## College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### 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. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

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 tasks, purposes, and audiences.

### Note on range and content of student writing

*To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Note on range and content of student speaking and listening

*To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.*

## College and Career Readiness Anchor Standards for Language

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Note on range and content of student language use

*To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

## Standards for Mathematical Practice

**MP.1. Make sense of problems and persevere in solving them**

**MP.2. Reason abstractly and quantitatively**

**MP.3. Construct viable arguments and critique the reasoning of others**

**MP.4. Model with mathematics**

**MP.5. Use appropriate tools strategically**

**MP.6. Attend to precision**

**MP.7. Look for and make use of structure**

**MP.8. Look for and express regularity in repeated reasoning**

# Alignment of Taxonomies

Bloom's Taxonomy of Cognitive Domain	Bloom's Taxonomy Cognitive Domain Revised	Cognitive Demand Mathematics	Cognitive Demand English Language Arts	Webb's Depth of Knowledge
Knowledge	Remembering	<b>Level One</b> Memorize Facts, Definitions & Formulas	<b>Level One</b> Memorize, Recall	<b>Level One</b> Recall and Reproduction
Comprehension	Understanding	<b>Level Two</b> Perform Procedures	<b>Level Two</b> Perform Procedures, Explain	<b>Level Two</b> Skills and Concepts
Application	Applying	<b>Level Three</b> Demonstrate Understanding of Mathematics	<b>Level Three</b> Generate, Create, Demonstrate	
Analysis	Analyzing	<b>Level Four</b> Conjecture, Analyze, Generalize, Prove	<b>Level Four</b> Analyze, Investigate	<b>Level Three</b> Strategic Thinking
Synthesis	Evaluating	<b>Level Five</b> Solve Non-Routine Problems, Make Connections	<b>Level Five</b> Evaluate, Integrate	<b>Level Four</b> Extended Thinking



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