DRAFT CC ELA 6-8 Standards (DRAFT v. 6-2-10) and Michigan GLCE

Grade 6	Grade 7	Grade 8	Michigan GLCE
Reading Standards	**Reading Standards**	**Reading Standards**	**Reading**
Note on range and content of student reading *To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.* The grades 6–12 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.			
Reading Standards for Literature	**Reading Standards for Literature**	**Reading Standards for Literature**	**Reading – Narrative Text (R.NT)**
Key Ideas and Details	**Key Ideas and Details**	**Key Ideas and Details**	**Reading Comprehension (R.CM)**
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	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.	**R.CM.06-08.02** retell through concise summarization grade-level narrative and informational text. **R.NT.06-08.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
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.	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.	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.	
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.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	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.	**R.NT.06-07.01** in classic, multicultural, and contemporary literature recognized for quality and literary merit - **6 -** describe how characters form opinions about one another in ways that can be fair and unfair. **7 -** identify how the tensions among characters, communities, themes, and issues are related to their own experiences. **R.NT.06.03** analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax. **R.NT.07.03** analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes. **R.NT.08.03** analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.

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Craft and Structure	**Craft and Structure**	**Craft and Structure**	**Narrative Text (R.NT) Word Study (R.WS)**
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.	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.	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.	**R.WS.06-08.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context. **R.WS.06-08.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including - **7 -** idioms, analogies, metaphors, similes. **8 -** idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins. **R.WS.06-08.07** in context, determine the meaning of words and phrases including - **6 -** regional idioms, **literary** and technical **terms**, and content vocabulary using strategies including **connotation, denotation**, and authentic content-related resources. **7 -** cross-cultural expressions, mathematical expressions, scientific procedures, and **literary terms** using strategies and authentic content-related resources. **8 -** content area vocabulary and **literary terms** using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.
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.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	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.	**R.NT.06.04** analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme. **R.NT.07.04** analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration. **R.NT.08.04** analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters. **R.WS.08.07** in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	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.	**R.NT.06-08.02** analyze the structure, elements, style, and purpose of narrative genre - **6 -** folktales, fantasy, adventure, and action stories. **7 -** mystery, poetry, memoir, drama, myths, and legend. **8 -** historical fiction, science fiction, and realistic fiction. **R.CM.06-08.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

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Integration of Knowledge and Ideas	**Integration of Knowledge and Ideas**	**Integration of Knowledge and Ideas**	**Reading Comprehension (R.CM)**
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.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. 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.	**R.NT.08.01** investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)	
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.	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.	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.	**R.CM.06-08.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
Range of Reading and Level of Text Complexity	**Range of Reading and Level of Text Complexity**	**Range of Reading and Level of Text Complexity**	**Metacognition (R.MT)**
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.	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.	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.	**R.MT.06-08.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension. **R.WS.06-08.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds. **R.MT.06-08.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides. **R.AT.06-08.01** be enthusiastic about reading and do substantial reading and writing on their own.
Literature Stories - Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels. Drama - Includes one-act and multi-act plays, both in written form and on film. Poetry - Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics. **Informational Text** Literary Nonfiction - Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.			**R.NT.06-08.02** analyze the structure, elements, style, and purpose of narrative genre: **6** - folktales, fantasy, adventure, and action stories. **7 -** mystery, poetry, memoir, drama, myths, and legend. **8** - historical fiction, science fiction, and realistic fiction.
Reading Standards for Informational Text	**Reading Standards for Informational Text**	**Reading Standards for Informational Text**	**Reading - Informational Text (R.IT)**
Key Ideas and Details	**Key Ideas and Details**	**Key Ideas and Details**	**Reading Comprehension (R.CM)**
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says.	**R.IT.06-08.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

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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.	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.	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.	**R.CM.06-08.02** retell through concise summarization grade-level narrative and informational text.
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).	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).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
Craft and Structure	**Craft and Structure**	**Craft and Structure**	
4. Determine the meaning of words and phrases as they are in a text, including figurative, connotative, and technical meanings.	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.	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.	**R.IT.07.03** explain how authors use writer's craft including metaphors, similes, to enhance the understanding of central, key, and supporting ideas. **R.WS.06-08.07** in context, determine the meaning of words and phrases including - **6** - regional idioms, literary and **technical terms**, and **content vocabulary** using strategies including **connotation, denotation**, and authentic content-related resources. **7 -** cross-cultural expressions, **mathematical expressions, scientific procedures**, and literary terms using strategies and authentic content-related resources. **8 -** **content area vocabulary** and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.
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.	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.	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.	**R.IT.06-08.01** analyze the structure, elements, features, style, and purpose of informational genre: **6** - research reports, "how-to" articles, and essays. **7 -** persuasive essay, research report, brochure, personal correspondence, autobiography and biography. **8 -** comparative essays, newspaper writings, technical writings, and persuasive essays. **R.IT.06-08.02** analyze organizational text patterns including - **6** - descriptive, chronological sequence, and problem/solution. **7** - sequential, compare/contrast, and cause/effect. **8** - chronological sequence, compare/contrast, and cause/effect. **R.IT.06-08.03** explain how authors use text features to enhance the understanding of central, key, and supporting ideas: **6** - footnotes, bibliographies, introductions, summaries, conclusions, and appendices. **7** - metaphors, similes**,** captions, diagrams, and appendices. **8** - graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.

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6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	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.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
Integration of Knowledge and Ideas	**Integration of Knowledge and Ideas**	**Integration of Knowledge and Ideas**	
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.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
8. 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.	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.	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.	
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).	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.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	
Range of Reading and Level of Text Complexity	**Range of Reading and Level of Text Complexity**	**Range of Reading and Level of Text Complexity**	
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.	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.	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**.	**R.WS.06-08.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds. **R.AT.06-08.01** be enthusiastic about reading and do substantial reading and writing on their own. **R.MT.06-08.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions. **R.MT.06-08.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills. **R.CS.06-8.01 compare** the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to *assess* their own writing and *the writing of others*. **7 - analyze** **8 - evaluate**

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Writing Standards	**Writing Standards**	**Writing Standards**	**Writing**
Note on range and content of student writing *For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative— to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.* The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.			
Text Types and Purposes	**Text Types and Purposes**	**Text Types and Purposes**	**Genre, Process, Personal Style**
1. 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.	1. **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.	1. **Write arguments** to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from 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), counterclaims, 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.	**W.GN.06.02** write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas. **W.PR.06-08.04** draft focused ideas for a specific purpose using - 8 - experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions. **W.PS.06-08.01** exhibit personal style and voice to enhance the written message in informational writing (e.g., emotional appeal, strong opinion, credible support).

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Text Types and Purposes (continued)	**Text Types and Purposes** (continued)	**Text Types and Purposes** (continued)	
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. 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.	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.	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.	**W.GN.07.02** write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features. **W.GN.08.02** write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations. **W.PS.06-08.01** exhibit personal style and voice to enhance the written message in informational writing (e.g., emotional appeal, strong opinion, credible support).
Text Types and Purposes (continued)	**Text Types and Purposes** (continued)	**Text Types and Purposes** (continued)	
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 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.	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.	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, 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.	**W.GN.06.01** write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery. **W.GN.07.01** write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification). **W.GN.08.01** write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language). **W.PS.06-08.01** exhibit personal style and voice to enhance the written message in narrative writing (e.g., personification, humor, element of surprise).

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Production and Distribution of Writing	**Production and Distribution of Writing**	**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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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.)	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.)	**W.PR.06-08.02** apply a variety of pre-writing strategies for both narrative and informational writing: **6** - graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme; problem/solution or sequence. **7 -** graphically depict roles of antagonist/protagonist, internal/external conflict; position statement/supporting evidence, problem statement/ solution, or compare/contrast. **8 -** graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator; compare/contrast, cause/effect, or sequential text patterns).
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 page 52.)	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 page 52.)	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 page 52.)	**W.PR.06-08.04** draft focused ideas for a specific purpose using - **6** - multiple paragraphs, sentence variety, and voice to meet the needs of an audience. **7 -** titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions. **8 -** experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing. **W.PR.06-08.03** revise drafts - 6 - for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind. **7 -** to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent. **8 -** for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective. **W.PR.06-08.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
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.	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.	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.	**W.HW.06-08.01** write neat and legible compositions.
Research to Build and Present Knowledge	**Research to Build and Present Knowledge**	**Research to Build and Present Knowledge**	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7. 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.	**W.GN.06.03** formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process. **W.GN.07.03** formulate research questions using multiple resources, perspectives, and arguments/counterarguments to develop a thesis statement that culminates in a final presented project using the writing process. **W.GN.08.03** formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-
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	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	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	

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plagiarism and providing basic bibliographic information for sources.	and conclusions of others while avoiding plagiarism and following a standard format for citation.	data and conclusions of others while avoiding plagiarism and following a standard format for citation.	arguments that culminate in a presented final project using the writing process. **W.GN.07.02** write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.
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.").	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.").	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.").	**R.NT.06-08.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.IT.06-08.04** respond to individual and multiple texts by finding **evidence**, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.CS.06-8.01** compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others. **7 -** analyze **8 -** evaluate
Range of Writing	**Range of Writing**	**Range of Writing**	**Personal Style**
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.	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.	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.	**W.PS.06.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
Standards for Speaking and Listening	**Standards for Speaking and Listening**	**Standards for Speaking and Listening**	**Speaking, Listening, and Viewing**
Note on range and content of student speaking and listening: *To become college and career ready, 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 — built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively. 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. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.* The grades 6–12 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.			

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Comprehension and Collaboration	**Comprehension and Collaboration**	**Comprehension and Collaboration**	**Concentions (L.CN) Discourse (S.DS) Response (L.RP)**
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 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.	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.	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. 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.	**S.DS.06-08.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. **S.DS.06-08.03** discuss written narratives that include a variety of literary and plot devices. **S.DS.06.02** respond to multiple text types in order to - **6** - compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme. **7 -** anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme. **8 -** explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme. **L.RP.06-08.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
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.	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.	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.	**L.CN.06-08.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations. **L.CN.06.01** respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations. **L.CN.08.01** analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations. **L.RP.06-08.01** listen to or view knowledgeably a variety of genre to - **6** - summarize, take notes on key points, and ask clarifying questions. **7 -** identify, state, and react to a speaker's point of view and bias. **8 -** react to a speaker's intent and apply a speaker's reasoning to other situations. **L.RP.06.04** relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures). **L.RP.07.04** ask probing questions of speakers, focusing on claims and conclusions presented. **L.RP.08.04** analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener. **L.RP.06-07.07** identify persuasive and propaganda techniques - **6** - used in television, and identify false and misleading information. **7 -** and analyze the effect on the view of images, text, and sound in the

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			electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects. **L.RP.08.07** interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	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.	**L.CN.07.01** distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations. **L.CN.08.01** analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations. **L.RP.06-08.05** respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order **6 –** to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes. **7, 8 –** to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions. **L.RP.06.06** respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation. **L.RP.07-08.06** evaluate the credibility of a speaker by determining - **7 -** whether the speaker's point of view is biased or not. **8 -** whether the speaker may have hidden agendas or be otherwise biased.
Presentation of Knowledge and Ideas	**Presentation of Knowledge and Ideas**	**Presentation of Knowledge and Ideas**	**Conventions (S.CN) Discourse (S.DS)**
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.	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.	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.	**S.CN.06.02** speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations. **S.CN.07.02** speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations. **S.CN.08.02** speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations. **S.DS.06.04** plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered. **S.DS.07.04** plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience. **S.DS.08.04** plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically

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			to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
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 page 52 for specific expectations.)	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 page 52 for specific expectations.)	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 page 52 for specific expectations.)	**S.CN.06-08.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by - **6** - asking and responding to questions and remarks to engage the audience when presenting. **7** - using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting. **8 -** using enunciation to emphasize key ideas and concepts when presenting. **S.CN.06-08.03** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
Language Standards	**Language Standards**	**Language Standards**	**Language**
Note on range and content of student language use: *To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. 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.* The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.			
Conventions of Standard English	**Conventions of Standard English**	**Conventions of Standard English**	**Grammar (W.GR)**
1. Demonstrate command of the **conventions** of standard English **grammar and usage** when writing or speaking. a. Ensure that **pronoun**s 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.*	1. 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.	1. 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,**	**W.GR.06-08.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including - **6** - indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases. **7** - participial phrases; adverbial subordinate clauses; superlative

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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.*	c. Place **phrases and clauses** within a sentence, recognizing and correcting misplaced and dangling modifiers.*	**imperative, interrogative, conditional, and subjunctive mood**. d. Recognize and correct inappropriate **shifts in verb voice and mood**.*	adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents. 8 - infinitives, gerunds, participial phrases.
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.	2. Demonstrate command of the **conventions** of standard English **capitalization, punctuation, and spelling** when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly.	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.	**W.GR.06-08.01** **6 -** periods; commas; quotation marks; and use of underlining and italics for specific purposes. **8 -** dashes or ellipses. **W.SP.06-08.01** in the context of writing, correctly spell - **6 -** frequently encountered and frequently misspelled words. **7 -** derivatives of bases and affixes. **8 -** use correct spelling conventions. **W.HW.06-08.01** write neat and legible compositions.
Knowledge of Language	**Knowledge of Language**	**Knowledge of Language**	
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.*	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**.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use **verbs** in the **active and passive voice** and in the **conditional and subjunctive mood** to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	
Vocabulary Acquisition and Use	**Vocabulary Acquisition and Use**	**Vocabulary Acquisition and Use**	**Word Study (R.WS)**
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).	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).	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	**R.WS.06-08.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context. **R.WS.06-08.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including - **6** – origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication. **7 -** idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication. **8 -** idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins. **R.WS.06-08.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year. **R.WS.06-08.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts. **R.WS.06-08.05** acquire and apply strategies to identify unknown words and construct meaning.

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		checking the inferred meaning in context or in a dictionary).	
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*).	5. 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 re**lationship** 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*).	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*).	**R.WS.06-08.07** in context, determine the meaning of words and phrases including - **6** - regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources. **7 -** cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources. **8 -** content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.
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.	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.	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.	

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