



Public Schools of North Carolina
 State Board of Education | Department of Public Instruction
 North Carolina Extended Common Core State Standards
 English/Language Arts 6-8

The Alternate Achievement Standards for Students With the Most Significant Cognitive Disabilities Non-Regulatory Guidance states, “...materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills. Throughout the Standards descriptors such as, describe, answer, ask, name, etc, should be interpreted to mean that the student will be taught and tested according to their usual mode of communication.

6 th Grade English/ Language Arts Reading Standards for Literature		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details Cluster <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; summarize 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. 	Use text to understand characters and themes	Key Ideas and Details Cluster <ol style="list-style-type: none"> 1. Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., the text reads, <i>the boy jumped out of bed and ran to school</i>. Explicit = <i>boy jumping and running</i>. Inferred = <i>got dressed, ate breakfast</i>). 2. Determine the theme or central idea of a text. 3. Describe the ways that characters respond to a problem or event in a story.



Craft and Structure		Understand word choice and use	Craft and Structure	
Cluster	<p>4. Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.</p> <p>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.</p> <p>6. Explain how an author establishes and develops the point of view of the narrator or speaker in a text.</p>		Cluster	<p>4. Determine the meaning of simple idioms and figures of speech as they are used in a text.</p> <p>5. Determine how a particular word, phrase or sentence fits into the overall structure of a text and contributes to its meaning.</p> <p>6. Identify words that describe what the narrator or speaker in a story is thinking or feeling.</p>
Integration of Knowledge and Ideas		Compare ideas across stories, poems, or dramas	Integration of Knowledge and Ideas	
Cluster	<p>7. Compare and contrast the experience of reading a story, poem, or drama 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.</p> <p>8. (Not applicable to literature)</p> <p>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.</p>		Cluster	<p>7. Compare a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare two stories, poems, or dramas on similar themes or topics.</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity	
Cluster	<p>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.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaging in reading and listening to stories, dramas, and poetry for clearly stated purposes (e.g., <i>Read or listen to the poem to compare it with the poem we read yesterday. Read or listen to the text to identify words that describe what the narrator is thinking.</i>).</p>



6 th Grade English/ Language Arts Reading Standards for Informational Text		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details		
Cluster <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text; summarize the 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). 	Use text to understand key ideas	Cluster <ol style="list-style-type: none"> 1. Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., Explicit = <i>Add one egg</i>. Inferred = <i>Use raw egg, crack it open</i>). 2. Determine the theme or central idea of a text. 3. Identify examples and anecdotes that relate to key individuals, events, or ideas in a text.
Craft and Structure		
Cluster <ol style="list-style-type: none"> 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. 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. 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 	Understand word choice and use	Cluster <ol style="list-style-type: none"> 4. Determine the meaning of simple idioms and figures of speech as they are used in a text. 5. Determine how a particular word, phrase or sentence fits into the overall structure of a text. 6. Determine the purpose of a text.



Integration of Knowledge and Ideas		Compare information across sources	Integration of Knowledge and Ideas	
Cluster	<p>7. Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>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).</p>		Cluster	<p>7. Find similarities across information presented in different formats (e.g., print or digital text, video, multimedia).</p> <p>8. Determine whether claims in a text are fact or opinion.</p> <p>9. Compare two texts about similar events.</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity	
Cluster	<p>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</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaged in reading or listening to historical, scientific, and technical texts for clearly stated purposes (e.g., <i>Read or listen to the text to compare what it says about the city to what we learned about the city yesterday.</i>)</p>



* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

6 th Grade English/ Language Arts Writing Standards		
Common Core State Standards	Essence	Extended Common Core
Text Types and Purposes	Use supporting information in writing	Text Types and Purposes
Cluster 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, 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. 		Cluster 1. Write* a claim and support it with two or more reasons or other relevant evidence.



Cluster	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none">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.		Cluster <p>2. Write* an informative or explanatory text.</p> <ul style="list-style-type: none">a. Write* the topic.b. Develop the topic with two or more facts or concrete details.c. Provide a closing.
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Cluster	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. 		Cluster	<p>3. Write* a narrative about personal or imagined experiences or events.</p> <ol style="list-style-type: none"> a. Write* about multiple events and use temporal words (e.g., next, then) to signal event order. b. Include one or more characters. c. Provide a closing.
Production and Distribution of Writing		Produce and publish extended text	Production and Distribution of Writing	
Cluster	<ol style="list-style-type: none"> 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.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others. 		Cluster	<ol style="list-style-type: none"> 4. Produce writing* that addresses a particular task or purpose. 5. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising. 6. Use technology to produce and publish writing*.



Research to Build and Present Knowledge		Gather and report information in writing	Research to Build and Present Knowledge	
Cluster	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> 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., —Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not). 		Cluster	7. Write* to answer a question based on one or more sources of information. 8. Select quotes from one or more print or digital sources that provide important information about a topic. 9. Write* about information gathered from literary or informational texts. <ol style="list-style-type: none"> a. Apply <i>grade 6 Extended Reading standards</i> to literature (e.g., Compare two texts with the same theme or topic). b. Apply <i>grade 6 Extended Reading standards</i> to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic).
Range of Writing		Adjust writing approach to meet task, purpose and audience	Range of Writing	
Cluster	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.		Cluster	10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.



* All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

6 th Grade English/ Language Arts Speaking and Listening Standards		
Common Core State Standards	Essence	Extended Common Core
Comprehension and Collaboration	Prepare and engage actively in communication	Comprehension and Collaboration
<p>Cluster</p> <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> 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. With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and 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. 2. Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 		<p>Cluster</p> <ol style="list-style-type: none"> 1. Participate in communicative exchanges. <ol style="list-style-type: none"> a. Come to discussions prepared to share information. b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Ask and answer questions specific to the topic, text or issue under discussion. d. Determine whether others involved in the discussion agree or disagree with own perspective. 2. Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study. 3. Identify the points the speaker makes and how one or more is supported by reasons and evidence.



Presentation of Knowledge and Ideas		Present information	Presentation of Knowledge and Ideas	
Cluster	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. 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)		Cluster	4. Present findings including descriptions, facts, or details related to a main idea or theme. 5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations. 6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.



6 th Grade English/ Language Arts Language Standards		
Common Core State Standards	Essence	Extended Common Core
<p>Conventions of Standard English</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Observe conventions of grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). 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.* 2. Observe conventions of capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly. 	<p>Communication conventionally</p>	<p>Conventions of Standard English</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Demonstrate understandings of Standard English grammar and usage when communicating. <ol style="list-style-type: none"> a. Use indefinite pronouns (e.g., anybody, nobody, someone). b. Recognize when own message fails to convey intended meaning and use strategies to improve expression. 2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize sentences and proper nouns. b. Use a question mark at the end of a written question. c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
<p>Knowledge of Language</p> <p>Cluster</p> <ol style="list-style-type: none"> 3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.* 	<p>Communicate effectively</p>	<p>Knowledge of Language</p> <p>Cluster</p> <ol style="list-style-type: none"> 3. Use language to achieve desired meaning when writing or communicating. <ol style="list-style-type: none"> a. Vary use of language when listener or reader does not understand initial attempt.



Vocabulary Acquisition and Use		Acquire and use vocabulary	Vocabulary Acquisition and Use	
Cluster	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">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., <i>audience</i>, <i>auditory</i>, <i>audible</i>).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).		Cluster	<p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <ul style="list-style-type: none">a. Use context to identify which word in an array of content related words is missing from a sentence.b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.



Cluster	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">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., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). <p>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.</p>		Cluster <p>5. Demonstrate understanding of word relationships.</p> <ul style="list-style-type: none">a. Understand the meaning conveyed by concrete similes (e.g., the man was as big as a tree.) encountered while reading or listening.b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms). <p>6. Acquire and use general academic and domain-specific words and phrases.</p>
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7 th Grade English/ Language Arts Reading Standards for Literature		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details		
Cluster	Use text to understand themes, characters and events	Cluster
<ol style="list-style-type: none"> 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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; summarize the text. 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 		<ol style="list-style-type: none"> 1. Analyze a text to determine character traits that are stated explicitly and those that must be inferred (e.g., Explicit = <i>the girl is strong, pretty and lonely</i>. Inferred = <i>brave and persistent</i>). 2. Determine the theme or central idea of a text, and identify the characters and setting. 3. Determine how two or more events in a story are related (e.g., <i>The cupboard was empty when they looked so they went shopping.</i>).
Craft and Structure		
Cluster	Use word choice and structure to support meaning	Cluster
<ol style="list-style-type: none"> 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. 5. Analyze how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning. 6. Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text. 		<ol style="list-style-type: none"> 4. Use rhyme and other repetition of sounds in a text to support reading for meaning (e.g., determine from an array an upcoming word or phrase based on the pattern established by the author). 5. Determine whether a text is a story, drama, or poem. 6. Determine what words an author uses to contrast characters in a text.



Integration of Knowledge and Ideas		Compare ideas across stories, poems, or dramas.	Integration of Knowledge and Ideas	
Cluster	<p>7. Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).</p> <p>8. (Not applicable to literature)</p> <p>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.</p>		Cluster	<p>7. Compare and contrast a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama.</p> <p>8. <i>(Not applicable to literature)</i></p> <p>9. Compare a fictional portrayal of a time, place, or character with an historical account of the same time, place or character.</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity	
Cluster	<p>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 necessary at the high end of the range.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaged in reading and listening to stories, dramas, and poetry for clearly stated purposes (e.g., <i>Read or listen to the story to compare it with the video we watched. Read or listen to the text to determine how the two main events are related.</i>).</p>



7 th Grade English/ Language Arts Reading Standards for Informational Text		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details Cluster <ol style="list-style-type: none"> 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text. 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). 	Use key ideas and events to support understanding	Key Ideas and Details Cluster <ol style="list-style-type: none"> 1. Analyze a text to determine which ideas are explicitly stated and those that must be inferred (e.g., Explicit = <i>Animals eat plants to live</i>. Inferred = <i>some things die so other things can live</i>). 2. Determine two or more central ideas in a text. 3. Determine how two or more events in a text are related (e.g., <i>the severe storm flooded the town so they had to rescue the people in boats.</i>).
Craft and Structure Cluster <ol style="list-style-type: none"> 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. 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. 6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others. 	Use word choice and structure to support meaning	Craft and Structure Cluster <ol style="list-style-type: none"> 4. Determine the meaning of simple idioms and figures of speech as they are used in a text. 5. Determine how headings, key words, and key phrases relate to the topic of a text. 6. Compare the purpose of two or more texts on the same topic.



Integration of Knowledge and Ideas		Compare information across sources	Integration of Knowledge and Ideas	
Cluster	<p>7. Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text’s portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.</p> <p>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.</p>		Cluster	<p>7. Determine how understanding shifts when reading a text versus experiencing an audio, video, or multimedia version of it (e.g., <i>Read to list words that describe the main character then add to or revise the resulting list of words after watching a video portrayal of the same text.</i>).</p> <p>8. Analyze a text to identify reasons or evidence which support claims in a text.</p> <p>9. Compare and contrast the key information provided by authors of two different texts on the same topic.</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity	
Cluster	<p>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.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., <i>Read or listen to determine if the claims are fact or opinion.</i>)</p>



* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

7 th Grade English/ Language Arts Writing Standards		
Common Core State Standards	Essence	Extended Common Core
Text Types and Purposes	Use supporting information in writing	Text Types and Purposes
Cluster <ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> 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, 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. 		Cluster <ol style="list-style-type: none"> 1. Write* a claim and support it with two or more reasons or other relevant evidence.



Cluster	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none">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.		Cluster
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Cluster	<p>3. 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">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.		<p>3. Write* a narrative about personal or imagined experiences or events.</p> <ul style="list-style-type: none">a. Write* about multiple events and use temporal words to signal event order.b. Include one or more characters.c. Use words or phrases to describe the character(s).d. Provide a closing.
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Production and Distribution of Writing		Produce and publish extended text	Production and Distribution of Writing	
Cluster	<p>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.).</p> <p>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.</p> <p>6. Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others.</p>		Cluster	<p>4. Produce writing* that addresses a particular task, purpose, or audience.</p> <p>5. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.</p> <p>6. Use technology to produce and publish writing*.</p>



Research to Build and Present Knowledge		Gather and report information in writing	Research to Build and Present Knowledge	
Cluster	<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims). 		Cluster	<p>7. Write* to answer a question based on two or more sources of information.</p> <p>8. Select quotes from two or more print or digital source that provide important information about a topic.</p> <p>9. Write* about information gathered from literary or informational texts.</p> <ol style="list-style-type: none"> a. Apply <i>grade 7 Extended Reading standards</i> to literature (e.g., Compare two texts with the same theme or topic). b. Apply <i>grade 7 Extended Reading standards</i> to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic).
Range of Writing		Adjust writing approach to meet task, purpose and audience	Range of Writing	
Cluster	<p>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.</p>		Cluster	<p>10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.</p>



**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

7 th Grade English/ Language Arts Speaking and Listening Standards		
Common Core State Standards	Essence	Extended Common Core
Comprehension and Collaboration	Prepare and engage actively in communication	Comprehension and Collaboration
<p>Cluster</p> <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> 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. Work with peers to set rules for collegial discussions, clear goals and deadlines, and 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 and understanding. 2. Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence. 		<p>Cluster</p> <ol style="list-style-type: none"> 1. Participate in communicative exchanges. <ol style="list-style-type: none"> a. Come to discussions prepared to share information. b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when asking or answering questions or making other contributions. 2. Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study. 3. Determine whether the claims made by a speaker are fact or opinion.



Presentation of Knowledge and Ideas		Present information	Presentation of Knowledge and Ideas	
Cluster	<ol style="list-style-type: none"> 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. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, for specific expectations.). 		Cluster	<ol style="list-style-type: none"> 4. Present findings including descriptions, facts, or details related to a main idea or theme. 5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations. 6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.



7 th Grade English/ Language Arts Language Standards		
Common Core State Standards	Essence	Extended Common Core
<p>Conventions of Standard English</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Observe conventions of grammar and usage when writing or speaking. <ol style="list-style-type: none"> 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.* 2. Observe conventions of capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> 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. 	<p>Communicate conventionally</p>	<p>Conventions of Standard English</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Demonstrate understandings of standard English grammar and usage when communicating. <ol style="list-style-type: none"> a. Produce simple sentences. b. Combine two simple sentences using common conjunctions to produce compound sentences. 2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use ending punctuation. b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
<p>Knowledge of Language</p> <p>Cluster</p> <ol style="list-style-type: none"> 3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. <ol style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* 	<p>Communicate effectively</p>	<p>Knowledge of Language</p> <p>Cluster</p> <ol style="list-style-type: none"> 3. Use language to achieve desired meaning when writing or communicating. <ol style="list-style-type: none"> a. Use precise language as required to achieve desired meaning.



Vocabulary Acquisition and Use			Vocabulary Acquisition and Use	
Cluster	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). 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). 	Acquire and use vocabulary	Cluster	<p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <ul style="list-style-type: none"> a. Use context to identify which word in an array of content related words is missing from a sentence. b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.



Cluster	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">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., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.</p>		<p>5. Demonstrate understanding of word relationships.</p> <ul style="list-style-type: none">a. Understand the meaning conveyed by concrete similes (e.g., The room was as cold as ice) encountered while reading or listening.b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms). <p>6. Acquire and use general academic and domain-specific words and phrases.</p>
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8 th Grade English/ Language Arts Reading Standards for Literature		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details Cluster <ol style="list-style-type: none"> 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. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments. 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. 	Use key ideas and details to support understanding	Key Ideas and Details Cluster <ol style="list-style-type: none"> 1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it). 2. Determine the theme or central idea of a text and select details that relate to it. 3. Determine which incidents in a story lead to a subsequent action or decision (e.g., The storm led the main characters to take cover).
Craft and Structure Cluster <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone. 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. 6. Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor. 	Use of word choice and structure to support meaning	Craft and Structure Cluster <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including simple analogies. 5. Compare and contrast the structure of a story to a drama or poem on the same topic. 6. Compare the point of view of a character and the audience or reader in a text with suspense or humor (e.g., the story is funny because the character is interpreting information literally while the reader knows the words have other meanings).



Integration of Knowledge and Ideas		Analyze ideas and themes across stories or dramas	Integration of Knowledge and Ideas	
Cluster	<p>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.</p> <p>8. (Not applicable to literature)</p> <p>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.</p>		Cluster	<p>7. Compare and contrast a filmed or live production of a story or drama with its text or script and determine how the acting influences meaning (e.g., the main character makes the role funny when the words alone are serious).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast themes, patterns of events or characters across two or more stories or dramas.</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity	
Cluster	<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., <i>Read or listen to the story to select quotes that best reflect the theme. Read or listen to the story to determine why it is humorous.</i>)</p>



8 th Grade English/ Language Arts Reading Standards for Informational Text		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details Cluster <ol style="list-style-type: none"> 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. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments. 3. Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	Use key ideas and details to support understanding	Key Ideas and Details Cluster <ol style="list-style-type: none"> 1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it). 2. Determine the theme or central idea of a text and select details that relate to it. 3. Compare and contrast key individuals, ideas or events in a text.
Craft and Structure Cluster <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone. 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. 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. 	Use word choice and structure to support meaning	Craft and Structure Cluster <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in text, including simple analogies. 5. Determine the topic sentence in a paragraph. 6. Compare the purpose of two or more texts on the same topic and identify conflicting evidence or information.



Integration of Knowledge and Ideas		Compare information across sources	Integration of Knowledge and Ideas	
Cluster	<p>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.</p> <p>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 and identifying when irrelevant evidence is introduced.</p> <p>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.</p>		Cluster	<p>7. Determine the advantages of using print (or digital text), video, or multimedia to present information on a topic or idea.</p> <p>8. Determine whether claims in a text are fact or opinion and identify reasoning or evidence to support facts.</p> <p>9. Evaluate the key information provided by authors of two different texts on the same topic and determine if they agree or disagree on each point.</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity	
Cluster	<p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., <i>Read or listen to identify information that conflicts with the information we learned yesterday</i>).</p>



* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

8 th Grade English/ Language Arts Writing Standards		
Common Core State Standards	Essence	Extended Common Core
Text Types and Purposes	Use supporting information in writing	Text Types and Purposes
Cluster 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> 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 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. 		Cluster 1. Write* a claim. <ol style="list-style-type: none"> a. Support claim with two or more reasons or other relevant evidence. b. State one opposing or counterclaim.



Cluster	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none">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.		<p>2. Write* an informative or explanatory text.</p> <ul style="list-style-type: none">a. Write* the topic.b. Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.c. Develop the topic with two or more facts or concrete details.d. Use domain specific vocabulary.e. Provide a closing.
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Cluster	<p>3. 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">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.		Cluster	<p>3. Write* narratives about personal or imagined experiences or events.</p> <ul style="list-style-type: none">a. Write* about multiple events and use temporal words to signal event order.b. Include one or more characters.c. Use dialogue as appropriate.d. Use words or phrases to describe the character(s).e. Provide a closing.
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Production and Distribution of Writing		Produce and publish extended text	Production and Distribution of Writing	
Cluster	<ol style="list-style-type: none">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.).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)6. Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and collaborate with others.		Cluster	<ol style="list-style-type: none">4. Produce writing* that addresses a particular task, purpose, or audience.5. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.6. Use technology to produce and publish writing*.



Research to Build and Present Knowledge		Gather and report information in writing	Research to Build and Present Knowledge	
Cluster	<p>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.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 20px;">a. Apply <i>grade 8 Reading standards</i> to literature (e.g., —Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).</p> <p style="padding-left: 20px;">b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced).</p>		Cluster	<p>7. Write* to answer and pose questions based on two or more sources of information.</p> <p>8. Select quotes from two or more print or digital source that provide important information about a topic.</p> <p>9. Write* about information gathered from literary or informational texts.</p> <p style="padding-left: 20px;">a. Apply <i>grade 8 Extended Reading Standards</i> to literature (e.g., <i>Write* key details that support the theme</i>).</p> <p style="padding-left: 20px;">b. Apply <i>grade 8 Extended Reading Standards</i> to literary nonfiction (e.g., <i>List in writing* conflicting information presented across two texts</i>).</p>
Range of Writing		Adjust writing approach to meet task, purpose and audience	Range of Writing	
Cluster	<p>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.</p>		Cluster	<p>10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.</p>



**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

8 th Grade English/ Language Arts Speaking and Listening Standards		
Common Core State Standards	Essence	Extended Common Core
Comprehension and Collaboration	Prepare and engage actively in communication	Comprehension and Collaboration
<p>Cluster</p> <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> 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. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed. c. Pose questions that connect the ideas of several speakers and elicit elaboration, 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 and understanding in light of the evidence presented. 2. Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence. 		<p>Cluster</p> <ol style="list-style-type: none"> 1. Participate in communicative exchanges. <ol style="list-style-type: none"> a. Come to discussions prepared to share information. b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when asking or answering questions or making other contributions. d. Acknowledge when a communication partner changes the topic and a shift in own comments or questions is warranted. 2. Identify the purpose of information in graphical, oral, visual or multimodal formats (e.g., an advertisement is selling something; a newspaper headline is telling about something important; the announcement is telling about school events). 3. Determine whether the claims made by a speaker are fact or opinion.



Presentation of Knowledge and Ideas		Present Information	Presentation of Knowledge and Ideas	
Cluster	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 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 standards 1–3 in Language, for specific expectations.).		Cluster	4. Present findings including relevant descriptions, facts, or details. 5. Select or create audio recordings, images, photographs or other visual/tactual displays and integrate into presentations. 6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.



8 th Grade English/ Language Arts Language Standards		
Common Core State Standards	Essence	Extended Common Core
Conventions of Standard English		
Cluster	Communicate conventionally	Cluster
<ol style="list-style-type: none"> 1. Observe conventions of grammar and usage when writing or speaking. <ol style="list-style-type: none"> 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.* 2. Observe conventions of capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly 		<ol style="list-style-type: none"> 1. Demonstrate understandings of standard English grammar and usage when communicating. <ol style="list-style-type: none"> a. Form and use regular and irregular verbs. b. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses. 2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use ending punctuation. b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.



Knowledge of Language		Communicate effectively	Knowledge of Language	
Cluster	<p>3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <p>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).</p>		Cluster	<p>3. Use language to achieve desired meaning when writing or communication</p> <p>a. Use action verbs</p>
Vocabulary Acquisition and Usage		Acquire and use vocabulary	Vocabulary Acquisition and Usage	
Cluster	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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.</p> <p>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).</p>		Cluster	<p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <p>a. Use context to identify which word in an array of content related words is missing from a sentence.</p> <p>b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p>



Cluster	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">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., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.</p>		Cluster <p>5. Demonstrate understanding of word relationships.</p> <ul style="list-style-type: none">a. Understand the use of multiple meaning words (e.g., draw the curtains).b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).c. Understand that multiple words can reflect the same or similar meanings (e.g., said, told, called, explained, replied) <p>6. Acquire and use general academic and domain-specific words and phrases.</p>
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