

**6<sup>th</sup> Grade English/ Language Arts**  
**Reading Standards for Literature**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Key Ideas and Details</b>		<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>
<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.</p> <p>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.</p>	<p align="center"><b>Use text to understand characters and themes</b></p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>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> ).</p> <p>2. Determine the theme or central idea of a text.</p> <p>3. Describe the ways that characters respond to a problem or event in a story.</p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Concept:</b> <i>Authors state information explicitly and implicitly to convey the meaning of a text.</i></p> <p><b>Skills:</b> Determine what events or actions are stated explicitly by the author; determine which events or actions must be inferred; determine the theme or central idea of a text; identify the problem or event; determine how the characters respond to the problem or event; describe how the characters respond to the problem or event.</p> <p><b>Big Idea:</b> Authors expect readers to use information that is stated and not stated to understand the theme or central idea of a text and the ways that characters act or respond.</p> <p><b>Essential Questions:</b> What events or actions does the author describe in the text? What does the author expect us to know happened even though it is not in the text? How do I know when I have to figure something out? What doesn't the author tell me? What is a theme or central idea? How do I figure out what characters are thinking, feeling, or doing? Is there a problem?</p>

<b>Craft and Structure</b>		<b>Craft and Structure</b>	<b>Craft and Structure</b>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <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>	<p style="text-align: center;"><b>Understand word choice and use</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <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>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Concepts:</b> <i>Individual words and phrases are important to the overall meaning of a text.</i></p> <p><b>Skills:</b> Recognize that an idiom or figure of speech was used; determine the meaning of idioms and figures of speech; determine how a word phrase or sentence fits in a text; determine how a word phrase or sentence contributes to the meaning of a text; identify words that describe what the narrator or speaker is thinking or feeling.</p> <p><b>Big Ideas:</b> Authors carefully select the words and phrases they use to convey literal and inferred meaning in a text, support the structure, and describe what the narrator or speaker is thinking.</p> <p><b>Essential Questions:</b> What are the possible meanings of the word or phrase the author used? How does this word, phrase or sentence help us understand the text? How is the narrator or speaker thinking or feeling? What words does the author use to describe how the narrator or speaker is thinking or feeling?</p>

<p><b>Integration of Knowledge and Ideas</b></p> <p><b>Cluster</b></p> <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>	<p><b>Compare ideas across stories, poems, or dramas</b></p>	<p><b>Integration of Knowledge and Ideas</b></p> <p><b>Cluster</b></p> <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>	<p><b>Integration of Knowledge and Ideas</b></p> <p><b>Guidance</b></p> <p><b>Concepts:</b> <i>The same story, poem, or drama can be told in different ways and the same topic or theme can be part of different stories, poems or dramas.</i></p> <p><b>Skills:</b> Identify ways that a video or enacted version of a story, poem or drama is the same as the text-based version; Identify ways that two stories, poems, or dramas on similar themes or topics are the same.</p> <p><b>Big Ideas:</b> Authors write about similar topics or themes and actors perform a story, poem or drama in ways that are similar to the written version.</p> <p><b>Essential Questions:</b> How is this version of the story, poem, or drama the same as the text-based version? How are these two stories, poems, or dramas about the same topic alike?</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>		<p><b>Range of Reading and Level of Text Complexity</b></p>	<p><b>Range of Reading and Level of Text Complexity</b></p>
<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>		<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>	<p><b>Concept:</b> <i>Listening and reading are active processes.</i></p>

<b>Cluster</b>		<b>Cluster</b>		<b>Guidance</b>	<p><b>Skills:</b> Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p><b>Big Idea:</b> Engaging during reading or listening requires thinking and communicating.</p> <p><b>Essential Questions:</b> Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>	
<b>6<sup>th</sup> Grade English/ Language Arts Reading Standards for Informational Text</b>						
<b>Common Core State Standards</b>		<b>Essence</b>	<b>Extended Common Core</b>		<b>Unpacking the Extended Standard</b>	
<b>Key Ideas and Details</b>			<b>Key Ideas and Details</b>		<b>Key Ideas and Details</b>	
<b>Cluster</b>	<ol style="list-style-type: none"> <li>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a central idea of a text and analyze its development over the course of the text; summarize the text.</li> <li>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).</li> </ol>	<b>Use text to understand key ideas</b>	<b>Cluster</b>	<ol style="list-style-type: none"> <li>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>).</li> <li>2. Determine the theme or central idea of a text.</li> <li>3. Identify examples and anecdotes that relate to key individuals, events, or ideas in a text.</li> </ol>	<b>Guidance</b>	<p><b>Concepts:</b> <i>Authors state information explicitly and implicitly to convey the meaning of a text.</i></p> <p><b>Skills:</b> Determine what events or actions are stated explicitly by the author; determine which events or actions must be inferred; determine the theme or central idea of a text; identify examples or anecdotes that relate to key individuals, events or ideas.</p> <p><b>Big Ideas:</b> Authors expect readers to use information that is stated and not stated to understand individuals, events, or ideas, as well as the theme or central idea of a text.</p>

			<p><b>Essential Questions:</b> What events or actions does the author describe in the text? What does the author expect us to know happened even though it is not in the text? How do I know when I have to figure something out? What is a theme or central idea? What examples relate to the key individuals, events, or ideas in this text?</p>
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<p><b>Craft and Structure</b></p> <p><b>Cluster</b></p> <p>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.</p> <p>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.</p> <p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>Understand word choice and use</b></p>	<p><b>Craft and Structure</b></p> <p><b>Cluster</b></p> <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.</p> <p>6. Determine the purpose of a text.</p>	<p><b>Craft and Structure</b></p> <p><b>Guidance</b></p> <p><b>Concepts:</b> <i>Individual words and phrases are important to the overall structure and purpose of a text.</i></p> <p><b>Skills:</b> Recognize that an idiom of figure of speech was used; determine the meaning of idioms and figures of speech; determine how a word, phrase or sentence fits with the story; determine the purpose of the text.</p> <p><b>Big Ideas:</b> Authors carefully select the words, phrases, and sentences to convey meaning, support the structure, and meet their overall purpose in writing the text.</p> <p><b>Essential Questions:</b> What are the possible meanings of the word or phrase the author used? How does this word, phrase or sentence help me understand the text? What is the purpose of this text?</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>Cluster</b></p> <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>	<p><b>Compare information across sources</b></p>	<p><b>Integration of Knowledge and Ideas</b></p> <p><b>Cluster</b></p> <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>	<p><b>Integration of Knowledge and Ideas</b></p> <p><b>Guidance</b></p> <p><b>Concepts:</b> <i>Authors select the information and opinions they include and exclude in the text they write.</i></p> <p><b>Skills:</b> Find similarities in information located in sources in different formats; determine whether a claim is fact or opinion; compare two texts about similar events.</p> <p><b>Big Ideas:</b> Information and opinions are presented in different ways depending on the author and the source of information.</p>

			<p><b>Essential Questions:</b> What information in these two sources is the same? Is this a fact or someone's opinion? How are these two texts the same?</p>
<b>Range of Reading and Level of Text Complexity</b>		<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>
<p><b>Cluster</b></p> <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>	<p><b>Understand text</b></p>	<p><b>Cluster</b></p> <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>	<p><b>Guidance</b></p> <p><b>Concept:</b> <i>Listening and reading are active processes.</i></p> <p><b>Skills:</b> Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p><b>Big Idea:</b> Engaging during reading or listening requires thinking and communicating.</p> <p><b>Essential Questions:</b> Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>

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

**6<sup>th</sup> Grade English/ Language Arts  
Writing Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<p><b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p>		<p><b>Text Types and Purposes</b></p> <p>1. Write* a claim and support it with two or more reasons or other relevant evidence.</p> <p>2. Write* an informative or explanatory text.</p> <p>a. Write* the topic.</p> <p>b. Develop the topic with two or more facts or concrete details.</p> <p>c. Provide a closing.</p>	<p><b>Text Types and Purposes</b></p> <p><b>Concepts:</b> <i>The purpose for writing influences organization and the type of information to include.</i></p> <p><b>Skills:</b> Write a claim and support it with reasons or evidence; write informational or explanatory text; Select a topic; write the topic; decide what facts or evidence support the topic; write about the facts or evidence; organize facts and evidence; write a closing; write a narrative; use temporal words to order events; write about one or more characters.</p> <p><b>Big Ideas:</b> Selecting the style, organization, details and evidence helps achieve the purpose for writing.</p> <p><b>Essential Questions:</b> Why am I writing? What is my goal or purpose for writing? Am I making a claim? How can I support the claim? Am I informing someone about that? Am I explaining something? Am I writing about something I did or something I wish I could do? What is my topic? What facts or details do I know that support the topic? Who is a character I want to write about? Have I told what happens first? Next? Last? Have I written a closing?</p>

**Cluster**

- e. Provide a concluding statement or section that follows from the argument 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; 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.

**Use supporting information in writing**

**Cluster**

- 3. Write\* a narrative about personal or imagined experiences or events.
  - 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.

**Guidance**

<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"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>			
<p><b>Production and Distribution of Writing</b></p>		<p><b>Production and Distribution of Writing</b></p>	<p><b>Production and Distribution of Writing</b></p>
<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>4. Produce writing* that addresses a particular task or purpose.</p>	<p><b>Concept:</b> <i>Writing is a multi-step process that results in products that can be shared.</i></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></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.</p> <p>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.</p>	<p><b>Produce and publish extended text</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></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>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Skills:</b> Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; revisit and revise plan as needed; use technology to produce and publish writing.</p> <p><b>Big Ideas:</b> Writing requires thinking, planning and problem solving in order to produce a product that others will understand.</p> <p><b>Essential Questions:</b> Why am I writing? What is my goal or purpose for writing? What do I want to include in my writing? What do I have to do to meet my goal? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? Am I sticking to my plan? Does my plan have to change? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>
<p><b>Research to Build and Present Knowledge</b></p>		<p><b>Research to Build and Present Knowledge</b></p>	
<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>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.</p>		<p>7. Write* to answer a question based on one or more sources of information.</p> <p>8. Select quotes from one or more print or digital sources that provide important information about a topic.</p>	<p><b>Concept:</b> <i>Research supports writing to inform or respond.</i></p> <p><b>Skills:</b> Identify the question to be answered; identify sources that will give information about a question or topic; identify quotes relevant to the topic; write about literature; write about literary nonfiction.</p>

<b>Cluster</b>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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).</p> <p>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).</p>	<b>Gather and report information in writing</b>	<b>Cluster</b>	<p>9. Write* about information gathered from literary or informational texts.</p> <p>a. Apply <i>grade 6 Extended Reading standards</i> to literature (e.g., Compare two texts with the same theme or topic).</p> <p>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).</p>	<b>Guidance</b>	<p><b>Big Idea:</b> Writing to answer a questions or provide important information about a topic often requires finding information in multiple sources.</p> <p><b>Essential Questions:</b> What do I want to know about this? Where can I find information about this? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text?</p>
<b>Cluster</b>	<p><b>Range of Writing</b></p> <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>	<b>Adjust writing approach to meet task, purpose and</b>	<b>Cluster</b>	<p><b>Range of Writing</b></p> <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>	<b>Guidance</b>	<p><b>Range of Writing</b></p> <p><b>Concept:</b> <i>The time it takes to develop a writing product is dependent on the task, purpose and audience.</i></p> <p><b>Skills:</b> Use standard writing instruments, computers or alternate writing tools to write; understand the specific task, purpose, and audience; remember the topic; add additional information to the topic.</p>

audience

**Big Idea:** Good writers continue working on writing until it meets their purpose.

**Essential Questions:** What am I going to write about? Why am I writing it? Who will read it? Did I write enough? What else can I write about this? Does it make sense? Do I need to change words or phrases so it makes sense? What else can I write to make it easier for someone to understand?

**6<sup>th</sup> Grade English/ Language Arts  
Speaking and Listening Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Comprehension and Collaboration</b>		<b>Comprehension and Collaboration</b>	<b>Comprehension and Collaboration</b>
<p>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.</p> <p>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.</p> <p>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.</p>		<p>1. Participate in communicative exchanges.</p> <p>a. Come to discussions prepared to share information.</p> <p>b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>Concepts:</b> <i>Successful communication exchanges are often rule based. topic centered, and draw upon information provided by speakers.</i></p> <p><b>Skills:</b> Prepare for discussion, follow rules, carry out assigned roles, ask questions, answer questions, determine whether others agree with you, identify information presented orally, visually, and/or auditorally that is related to the topic, identify information, identify points a speaker makes, identify reasons or evidence that supports those points.</p> <p><b>Big Ideas:</b> Participating in communicative exchanges requires: Participating in communication exchanges often requires: preparation, cooperation, and attention.</p>

<b>Cluster</b>	<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<b>Prepare and engage actively in communication</b>	<b>Cluster</b>	<p>c. Ask and answer questions specific to the topic, text or issue under discussion.</p> <p>d. Determine whether others involved in the discussion agree or disagree with own perspective.</p> <p>2. Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.</p> <p>3. Identify the points the speaker makes and how one or more is supported by reasons and evidence.</p>	<b>Guided</b>	<p><b>Essential Questions:</b> How do I prepare? What do I want to say? What are the rules? What is my job? What more do I want to know about this? What does that mean? Who can I ask? What words answer the question? Does that person agree with me? What does that graph tell me about this? What does that picture have to do with this? What did the speaker say that was important? Why is it important?</p>
<b>Presentation of Knowledge and Ideas</b>		<b>Presentation of Knowledge and Ideas</b>		<b>Presentation of Knowledge and Ideas</b>		
	<p>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.</p>		<p>4. Present findings including descriptions, facts, or details related to a main idea or theme.</p>		<p><b>Concepts:</b> <i>Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.</i></p>	

<b>Cluster</b>	<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>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.)</p>	<b>Present information</b>	<b>Cluster</b>	<p>5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations.</p> <p>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.</p>	<b>Guidance</b>	<p><b>Skills:</b> Identify findings related to a main idea or theme; identify descriptions, facts or details related to findings; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p> <p><b>Big Ideas:</b> Presentations about a main idea or theme should include descriptions, facts and details and can be supported by multi-media. When communicating there are times when one or two words are all that are needed and at other times whole sentences are required.</p> <p><b>Essential Questions:</b> What did I find out about this? How can I describe that? What facts or details are related to those findings? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this better? Who will I be communicating with? Do I need to say that more clearly?</p>
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**6<sup>th</sup> Grade English/ Language Arts  
Language Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Conventions of Standard English</b>		<b>Conventions of Standard English</b>	<b>Conventions of Standard English</b>
<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p>	<p align="center"><b>Communication conventionally</b></p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>1. Demonstrate understandings of Standard English grammar and usage when communicating.</p> <p>a. Use indefinite pronouns (e.g., anybody, nobody, someone).</p> <p>b. Recognize when own message fails to convey intended meaning and use strategies to improve expression.</p> <p>2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.</p> <p>a. Capitalize sentences and proper nouns.</p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Concept:</b> <i>It matters which words, letters and punctuation you choose when communicating.</i></p> <p>Skills: Use indefinite pronouns; recognize when own message is misunderstood; revise own message; spell simple words by using letter-sound relationships and/or common spelling patterns; capitalize the first word in a sentence; capitalize names; use a question mark at the end of a question.</p> <p><b>Big Ideas:</b> Communication involves choosing the right words, letters and punctuation plus monitoring to make your message clear.</p> <p><b>Essential Questions:</b> When I am not talking about a specific person what word do I use? When I am not talking about a specific thing what word do I use? Does s/he understand me? Was my message clear? What part didn't s/he understand? How can I say that a different way? What do I do to the word at the beginning of a sentence? Is that someone's name? What mark should I use at the end of a question? What sounds do I hear in the word? What letters make that sound? Is there a word I know that will help me spell this word?</p>

	<p>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.*</p> <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>		<p>b. Use a question mark at the end of a written question.</p> <p>c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>			
<b>Knowledge of Language</b>		<b>Knowledge of Language</b>		<b>Knowledge of Language</b>		
<b>Cluster</b>	<p>3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<b>Communicate effectively</b>	<b>Cluster</b>	<p>3. Use language to achieve desired meaning when writing or communicating.</p> <p>a. Vary use of language when listener or reader does not understand initial attempt.</p>	<b>Guidance</b>	<p><b>Concept:</b> <i>Communication is improved when a speaker varies the message when the initial message is not understood.</i></p> <p><b>Skills:</b> Identify when intended message is not understood; determine how else to deliver the message; vary message to make it more easily understood.</p> <p><b>Big Idea:</b> When someone doesn't understand you should try to say it a different way.</p> <p><b>Essential Questions:</b> Was my message clear? What part didn't s/he understand? How can I say that a different way?</p>

Vocabulary Acquisition and Use		Vocabulary Acquisition and Use		Vocabulary Acquisition and Use	
<b>Cluster</b>	<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> <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>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>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.</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>	<b>Acquire and use vocabulary</b>	<b>Cluster</b>	<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>	<b>Guidance</b>
	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p>			<p>5. Demonstrate understanding of word relationships.</p> <p>a. Understand the meaning conveyed by concrete similes (e.g., the man was as big as a tree.) encountered while reading or listening.</p> <p>b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).</p> <p>6. Acquire and use general academic and domain-specific words and phrases.</p>	

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

6. 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.

**7<sup>th</sup> Grade English/ Language Arts  
Reading Standards for Literature**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Key Ideas and Details</b>		<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>
<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p align="center"><b>Use text to understand themes, characters and events</b></p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>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> ).</p> <p>2. Determine the theme or central idea of a text, and identify the characters and setting.</p> <p>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>).</p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Concept:</b> <i>Authors state information explicitly and implicitly about the characters, setting and events in a text.</i></p> <p><b>Skills:</b> Identify the characters; determine what character traits are described explicitly by the author; determine what character traits must be inferred; determine the theme or central idea of a text; identify the setting; determine what events or actions are stated explicitly by the author; determine which events must be inferred; determine the relationship between events.</p> <p><b>Big Ideas:</b> Authors expect readers to use information that is stated and not stated to identify the setting, traits of characters, relationship between events, and determine the theme or central idea of a text.</p> <p><b>Essential Questions:</b> What characters and events does the author describe in the text? What does the author expect us to know about the characters even though it is not stated directly? What does the author expect us to know happened even though it is not in the text? How are events in the text related to each other? How do I know when I have to figure something out? What doesn't the author tell me? What is a theme or central idea? How do I figure out what characters are thinking, feeling, or doing? What is the setting?</p>

<p><b>Craft and Structure</b></p> <p><b>Cluster</b></p> <p>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.</p> <p>5. Analyze how a drama’s or poem’s form or structure (e.g. sonnet, soliloquy) contributes to its meaning.</p> <p>6. Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text.</p>	<p><b>Use word choice and structure to support meaning</b></p>	<p><b>Craft and Structure</b></p> <p><b>Cluster</b></p> <p>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).</p> <p>5. Determine whether a text is a story, drama, or poem.</p> <p>6. Determine what words an author uses to contrast characters in a text.</p>	<p><b>Craft and Structure</b></p> <p><b>Guidance</b></p> <p><b>Concepts:</b> <i>The words and structures authors chose influence the meaning of a text.</i></p> <p><b>Skills:</b> Identify the pattern of rhyme or sound repetition in a text; identify familiar stories, dramas, and poems; determine if unfamiliar text is story, drama, and poem; identify the words that describe characters in a text; identify the words that distinguish one character from another in a text.</p> <p><b>Big Ideas:</b> Authors carefully select both the words and the text structures they use to convey meaning.</p> <p><b>Essential Questions:</b> Does the author use rhyming words in a special way? Does the author repeat the same word or sounds in a special way? Is this a story, drama or poem? What words does the author use to describe the characters? Which of those words tell how two or more characters are different?</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>Cluster</b></p> <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><b>Integration of Knowledge and Ideas</b></p> <p><b>Cluster</b></p> <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><b>Integration of Knowledge and Ideas</b></p> <p><b>Concepts:</b> <i>Written and enacted versions of a story, poem, or drama will be the same and different in many ways as will historical and fictional accounts of the same time, place or character.</i></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></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>	<p style="text-align: center;"><b>Compare ideas across stories, poems, or dramas.</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>8. (Not applicable to literature)</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>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Skills:</b> Identify ways that a video or enacted version of a story, poem or drama is the same as the text-based version; Identify ways that a video or enacted version of a story, poem or drama is the different from the text-based version; Identify ways that a fictional and historical account of a time, place or character are the same.</p> <p><b>Big Ideas:</b> Whether a text is written, enacted, fictional, or historical influences the meaning.</p> <p><b>Essential Questions:</b> How is this enacted version of the story, poem, or drama the same as the text-based version? How is this enacted version of the story, poem, or drama different from the text-based version? How is this fictional account of a time, place, or character the same as this historical account of the same time, place, or character?</p>	
<p><b>Range of Reading and Level of Text Complexity</b></p>		<p><b>Range of Reading and Level of Text Complexity</b></p>		<p><b>Range of Reading and Level of Text Complexity</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <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>	<p style="text-align: center;"><b>Understand text</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <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>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Concept:</b> <i>Listening and reading are active processes.</i></p> <p><b>Skills:</b> Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p><b>Big Idea:</b> Engaging during reading or listening requires thinking and communicating.</p>	

**Essential Questions:** Why are we reading this story, poem, or drama? How do I communicate my understanding with others?

**7<sup>th</sup> Grade English/ Language Arts  
Reading Standards for Informational Text**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Key Ideas and Details</b>		<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>
<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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).</p>	<p align="center"><b>Use key ideas and events to support understanding</b></p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>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>).</p> <p>2. Determine two or more central ideas in a text.</p> <p>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>).</p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Concepts:</b> <i>Authors state information explicitly and implicitly to convey the meaning and relate central ideas and events in a text.</i></p> <p><b>Skills:</b> Determine what ideas are stated explicitly by the author; determine what ideas must be inferred; determine the themes or central ideas of a text; determine how two events are related.</p> <p><b>Big Ideas:</b> Authors expect readers to use information that is stated and not stated to understand important events and ideas in a text.</p> <p><b>Essential Questions:</b> What ideas does the author describe in the text? What ideas does the author expect us to get even though they are stated explicitly? How do I know when I have to figure out a central idea? What are the central ideas in this text? How are these events related to each other?</p>

<b>Craft and Structure</b>		<b>Craft and Structure</b>	<b>Craft and Structure</b>
<p><b>Cluster</b></p> <p>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</p> <p>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.</p> <p>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.</p>	<p><b>Use word choice and structure to support meaning</b></p>	<p><b>Cluster</b></p> <p>4. Determine the meaning of simple idioms and figures of speech as they are used in a text.</p> <p>5. Determine how headings, key words, and key phrases relate to the topic of a text.</p> <p>6. Compare the purpose of two or more texts on the same topic.</p>	<p><b>Guidance</b></p> <p><b>Concepts:</b> <i>Authors intentionally use words and organization to accomplish particular purposes when writing.</i></p> <p><b>Skills:</b> Identify the idioms or figures of speech that appear in a text; determine the meaning of the idioms or figures of speech used in a text; identify the headings, key words, and key phrases in a text; identify the topic of a text; determine how the headings, key words, and key phrases relate to the topic of the text; identify the purpose of text; determine how the purposes of two texts on the same topic are the same.</p> <p><b>Big Ideas:</b> Depending on their purpose, authors use words and structure texts in different ways.</p> <p><b>Essential Questions:</b> What idioms or figures of speech does the author use? What do they mean? What headings, key words, and key phrases does the author use? How do they relate to the topic? What is the author's purpose in writing this text? How is that purpose the same as the purpose for another text?</p>

Integration of Knowledge and Ideas		Integration of Knowledge and Ideas		Integration of Knowledge and Ideas		
<b>Cluster</b>	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).	<b>Compare information across sources</b>	<b>Cluster</b>	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> ).	<b>Guidance</b>	
	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.			8. Analyze a text to identify reasons or evidence which support claims in a text.		<p><b>Concepts:</b> <i>Authors choose to emphasize and support different information in texts that influences the meaning whether the text is written or presented in another medium.</i></p> <p><b>Skills:</b> Determine what is the same and different in the meaning of a text versus a presentation of it in a different medium; identify the claims in a text; locate reasons or evidence in the text to support claims; identify the key information provided by authors of two different texts on the same topic; identify ways that the key information provided by authors of two different texts on the same topic is the same; identify ways that the key information provided by authors of two different texts on the same topic is different.</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			9. Compare and contrast the key information provided by authors of two different texts on the same topic.		<p><b>Big Ideas:</b> Authors make choices to emphasize and support information differently across texts and when presenting the information in other mediums.</p>

			<p><b>Essential Questions:</b> What does this audio/video/multimedia tell me that the text didn't? What are the claims that the author makes? What evidence or information does the author provide to support those claims? What key information is provided by the author of this text? How is that information the same as the information provided by the author of another text on the same topic? How is that information different from the information provided by the author of another text on the same topic?</p>
<b>Range of Reading and Level of Text Complexity</b>		<b>Range of Reading and Level of Text Complexity</b>	
<b>Cluster</b>	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Understand text</b>	<b>Cluster</b>
<b>Range of Reading and Level of Text Complexity</b>		<b>Range of Reading and Level of Text Complexity</b>	
		<b>Guidance</b>	
		<p><b>Concept:</b> <i>Listening and reading are active processes.</i></p> <p><b>Skills:</b> Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p><b>Big Idea:</b> Engaging during reading or listening requires thinking and communicating.</p> <p><b>Essential Questions:</b> Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>	

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

**7<sup>th</sup> Grade English/ Language Arts  
Writing Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Text Types and Purposes</b>		<b>Text Types and Purposes</b>	<b>Text Types and Purposes</b>
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text.</p>		<p>1. Write* a claim and support it with two or more reasons or other relevant evidence.</p> <p>2. Write* an informative or explanatory text.</p> <p>a. Write* the topic.</p>	<p><b>Concepts:</b> <i>The purpose for writing influences organization and the type of information to include.</i></p> <p><b>Skills:</b> Write a claim and support it with reasons or evidence; write informational or explanatory text; select a topic; write the topic; decide what facts or evidence support the topic; write about the facts or evidence; organize facts and evidence; use vocabulary specific to topic; write a closing; write a narrative; use temporal words to order events; use vocabulary that will describe a character; write about one or more characters.</p> <p><b>Big Ideas:</b> Selecting the style, organization, details and evidence helps achieve the purpose for writing.</p>

- 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.
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.

**Use supporting information in writing**

- b. Develop the topic with two or more facts or concrete details.
  
  - c. Use domain specific vocabulary.
  - d. Provide a closure.
3. Write\* a narrative about personal or imagined experiences or events.
- a. Write\* about multiple events and use temporal words to signal event order.

**Essential Questions:** Why am I writing? What is my goal or purpose for writing? Am I making a claim? How can I support the claim? Am I informing someone about that? Am I explaining something? Am I writing about something I did or something I wish I could do? What is my topic? What are important words to use about the topic? What facts or details do I know that support the topic? Who is a character I want to write about? What words describe the character? Have I told what happens first? Next? Last? Have I written a closing?

- 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.
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.

- b. Include one or more characters.
- c. Use words or phrases to describe the character(s).
- d. Provide a closing.

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.

Production and Distribution of Writing		Production and Distribution of Writing		Production and Distribution of Writing		
<b>Cluster</b>	<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>	<b>Produce and publish extended text</b>	<b>Cluster</b>	<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>	<b>Guidance</b>	<p><b>Concept:</b> <i>Writing is a multi-step process that results in products that can be shared.</i></p> <p><b>Skills:</b> Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; revisit and revise plan as needed; use technology to produce and publish writing.</p> <p><b>Big Ideas:</b> Writing requires thinking, planning and problem solving in order to produce a product that others will understand.</p> <p><b>Essential Questions:</b> Why am I writing? What is my goal or purpose for writing? What do I want to include in my writing? What do I have to do to meet my goal? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? Am I sticking to my plan? Does my plan have to change? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>

Research to Build and Present Knowledge		Research to Build and Present Knowledge		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> <p style="padding-left: 20px;">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).</p> <p style="padding-left: 20px;">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).</p>	<p><b>Gather and report information in writing</b></p>	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 sources 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 7 Extended Reading standards</i> to literature (e.g., Compare two texts with the same theme or topic).</p> <p style="padding-left: 20px;">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).</p>	Guidance	<p><b>Concept:</b> <i>Research supports writing to inform or respond.</i></p> <p><b>Skills:</b> Identify the question to be answered; identify sources that will give information about a question or topic; identify quotes relevant to the topic; write about literature; write about literary nonfiction.</p> <p><b>Big Idea:</b> Writing to answer a questions or provide important information about a topic often requires finding information in multiple sources.</p> <p><b>Essential Questions:</b> What do I want to know about this? Where can I find information about this? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text?</p>

Range of Writing		Range of Writing		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.	Guidance	<p><b>Concept:</b> <i>The time it takes to develop a writing product is dependent on the task, purpose and audience.</i></p> <p><b>Skills:</b> Use standard writing instruments, computers or alternate writing tools to write; understand the specific task, purpose, and audience; remember the topic; add additional information to the topic.</p> <p><b>Big Idea:</b> Good writers continue working on writing until it meets their purpose.</p> <p><b>Essential Questions:</b> What am I going to write about? Why am I writing it? Who will read it? Did I write enough? What else can I write about this? Does it make sense? Do I need to change words or phrases so it makes sense? What else can I write to make it easier for someone to understand?</p>
<b>Adjust writing approach to meet task, purpose and audience</b>					

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

**7<sup>th</sup> Grade English/ Language Arts  
Speaking and Listening Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Comprehension and Collaboration</b>		<b>Comprehension and Collaboration</b>	<b>Comprehension and Collaboration</b>
<p>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.</p> <p>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.</p> <p>b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.</p>		<p>1. Participate in communicative exchanges.</p> <p>a. Come to discussions prepared to share information.</p> <p>b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>Concepts:</b> <i>Successful communication exchanges are often rule based, topic centered, and draw upon information provided by speakers.</i></p> <p><b>Skills:</b> Prepare for discussion; follow rules; carry out assigned roles; ask questions; determine and remain on topic when participating in discussion; answer questions; identify main idea of information presented orally, visually, and/or auditorally that is related to the topic; determine whether a speaker's claims are facts or opinions.</p> <p><b>Big Ideas:</b> Participating in communication exchanges often requires: preparation, cooperation, attention, and the evaluation of information.</p>

<b>Cluster</b>	<p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p> <p>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.</p> <p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.</p>	<b>Prepare and engage actively in communication</b>	<b>Cluster</b>	<p>c. Remain on the topic of the discussion when asking or answering questions or making other contributions.</p> <p>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.</p> <p>3. Determine whether the claims made by a speaker are fact or opinion.</p>	<b>Guidance</b>	<p><b>Essential Questions:</b> How do I prepare? What do I want to say? What are the rules? What is my job? What more do I want to know about this topic? What does that mean? Who can I ask? What words answer the question? What else can I say about this topic? What is the main idea of this presentation? What main point? Is that person telling me a fact or giving an opinion?</p>
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Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas		
<b>Cluster</b>	<p>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.</p> <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>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.).</p>	<b>Present information</b>	<b>Cluster</b>	<p>4. Present findings including descriptions, facts, or details related to a main idea or theme.</p> <p>5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations.</p> <p>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.</p>	<b>Guidance</b>	<p><b>Concepts:</b> <i>Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.</i></p> <p><b>Skills:</b> Identify findings related to a main idea or theme; identify descriptions, facts or details related to findings; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p> <p><b>Big Ideas:</b> Effective communication can occur with just one or two words but presentations and some other exchanges require more complete descriptions, facts, details and sometimes multimedia supports.</p> <p><b>Essential Questions:</b> What did I find out about this? How can I describe that? What facts or details are related to those findings? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this better? Who will I be communicating with? Do I need to say that more clearly?</p>

**7<sup>th</sup> Grade English/ Language Arts  
Language Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Conventions of Standard English</b>		<b>Conventions of Standard English</b>	<b>Conventions of Standard English</b>
<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p style="padding-left: 40px;">b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p style="padding-left: 40px;">c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p>	<p><b>Communicate conventionally</b></p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>1. Demonstrate understandings of standard English grammar and usage when communicating.</p> <p style="padding-left: 40px;">a. Produce simple sentences.</p> <p style="padding-left: 40px;">b. Combine two simple sentences using common conjunctions to produce compound sentences.</p> <p>2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">a. Use ending punctuation.</p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Concepts:</b> <i>It matters which words, letters and punctuation you choose when communicating.</i></p> <p><b>Skills:</b> Use simple sentences when communicating; combine two sentences using a simple conjunction (and, but, or); use periods at the end of sentences; use question marks at the end of questions; use an exclamation mark at the end of an exclamation; spell words using letter-sound relationships and/or common spelling patterns; capitalize the first word in a sentence or question; capitalize proper nouns.</p> <p><b>Big Ideas:</b> Communicating involves choosing the right words, letters and ending punctuation.</p> <p><b>Essential Questions:</b> How do I communicate that in a full sentence? How can I put those two sentences together? What mark should I use at the end of a sentence? What mark should I use at the end of a question? What mark should I use at the end of an exclamation? What sounds do I hear in the word? What letters make that sound? Is there a word I know that will help me spell this word? Does this word need to be capitalized?</p>

	<p>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>).</p> <p>b. Spell correctly.</p>		<p>b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>	
<b>Knowledge of Language</b>		<b>Knowledge of Language</b>		<b>Knowledge of Language</b>
<b>Cluster</b>	<p>3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<b>Communicate effectively</b>	<p>3. Use language to achieve desired meaning when writing or communicating.</p> <p>a. Use precise language as required to achieve desired meaning.</p>	<p><b>Concepts:</b> Specific words influence meaning in writing and communication.</p> <p><b>Skills:</b> Determine desired meaning; select words that convey desired meaning; use words in sentences to communicate precise intended message.</p> <p><b>Big Ideas:</b> Choosing words carefully makes communication more precise.</p> <p><b>Essential Questions:</b> Which word is best? Was my message understood?</p>
	<b>Vocabulary Acquisition and Use</b>		<b>Vocabulary Acquisition and Use</b>	
	<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> <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>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>Concepts:</b> <i>Words and phrases have meaning across context and in relation to one another.</i></p> <p><b>Skills:</b> Use the context of a sentence to determine a missing word; seek clarification when a word is not understood; understand simple, concrete similes; identify words with similar meanings; identify words that have opposite meanings; use words across contexts.</p>

Cluster

- 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).
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 relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**Acquire and use vocabulary**

Cluster

- b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
5. Demonstrate understanding of word relationships.
- 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).
6. Acquire and use general academic and domain-specific words and phrases.

Guidance

**Big Ideas:** As words are learned and used, they are related to topics, contexts, and one another.

**Essential Questions:** What word fits in that sentence? What word do I know that makes sense here? What does that phrase really mean? How can I figure out what that word means? What word do I know that means the opposite of this word? What word do I know that means the same thing as this word?

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.

**8<sup>th</sup> Grade English/ Language Arts  
Reading Standards for Literature**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Key Ideas and Details</b>		<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>
<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <ol style="list-style-type: none"> <li>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>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.</li> <li>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.</li> </ol>	<p align="center"><b>Use key ideas and details to support understanding</b></p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <ol style="list-style-type: none"> <li>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).</li> <li>Determine the theme or central idea of a text and select details that relate to it.</li> <li>Determine which incidents in a story lead to a subsequent action or decision (e.g., The storm led the main characters to take cover).</li> </ol>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Concepts:</b> <i>The key ideas and details in a text support inferences, relate to the theme or central idea, and link events and actions.</i></p> <p><b>Skills:</b> Make inferences based on the text; select quotes from the text that support the inference; determine the theme or central idea of a text; select details from the text that relate to the theme or central idea; determine the relationship between incidents and actions or decisions in a story.</p> <p><b>Big Ideas:</b> Authors provide information to support readers in determining the theme or central idea, making inferences, and understanding the relationship between incidents and actions or decisions.</p> <p><b>Essential Questions:</b> What inferences does the author expect me to make? What quotes from the text support that inference? What is a theme or central idea? What details in the text relate to the theme or central idea? What incident led to the this action the character took? What incident led to the decision the character made?</p>

<b>Craft and Structure</b>	<b>Use of word choice and structure to support meaning</b>	<b>Craft and Structure</b>	<b>Craft and Structure</b>
<b>Cluster</b>		<b>Cluster</b>	<b>Guidance</b>
<p>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.</p> <p>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.</p> <p>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.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including simple analogies.</p> <p>5. Compare and contrast the structure of a story to a drama or poem on the same topic.</p> <p>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).</p>	<p><b>Concepts:</b> <i>Authors intentionally use words and phrases as well as the structure of the text to convey meaning.</i></p> <p><b>Skills:</b> Determine the meaning of words in a text; determine the meaning of simple analogies in the text; identify similarities between a story and a drama or poem on the same topic; identify differences between a story and a drama or poem on the same topic; identify the point of view of a character in a text with suspense or humor; identify the point of view of the audience or reader in a text with suspense or humor; identify similarities and differences between the point of view of the character and the reader or audience.</p> <p><b>Big Ideas:</b> Comprehension is improved when a reader determines the intended meaning of words and understands the text structure an author has chosen.</p>	

			<p><b>Essential Questions:</b> What analogies does the author make? What do they mean? How is this story like this drama or poem on the same topic? How is this story different from this drama or poem on the same topic? What is the point of view of the character in the story? What is my point of view as the reader of this story? How is my point of view the same as the character in the book? How is my point of view different from the character in the book?</p>
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Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
<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>	<p><b>Analyze ideas and themes across stories or dramas</b></p>	<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>	<p><b>Concepts:</b> <i>The themes, events, and characters, as well as actors influence the meaning of a story or drama.</i></p> <p><b>Skills:</b> Understand the meaning of a text or script; understand the meaning of a filmed or live production; identify ways that the text and filmed or live production are the same; identify ways that the text and filmed or live production are different; identify the theme of a story or drama; identify ways that the themes of two stories or dramas are the same or different; identify the pattern of events in a story or drama; identify ways that the patterns of events are the same or different across two or more stories or dramas; identify the characters in a story or drama; identify ways that the characters are the same or different across two or more stories or dramas.</p> <p><b>Big Ideas:</b> Comparing and contrasting texts with other texts or with filmed or live versions of the story or drama requires attention to the themes, patterns of events, characters, and the acting.</p>

			<p><b>Essential Questions:</b> How is this filmed or live production of the story or drama the same as the text-based version? How is the meaning of the text-based version changed by the acting in the live version? What is the pattern of events in this text? How is that pattern of events the same or different from the pattern in another story or drama? What is the theme of this story or drama? How is the theme the same or different from the theme of another story or drama? Who are the characters in this story or drama? How are the characters the same and different from the characters in another story or drama?</p>
<b>Range of Reading and Level of Text Complexity</b>		<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>
<p><b>Cluster</b></p> <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>	<p><b>Understand text</b></p>	<p><b>Cluster</b></p> <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>	<p><b>Guidance</b></p> <p><b>Concept:</b> <i>Listening and reading are active processes.</i></p> <p><b>Skills:</b> Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p><b>Big Idea:</b> Engaging during reading or listening requires thinking and communicating.</p> <p><b>Essential Questions:</b> Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>

**8<sup>th</sup> Grade English/ Language Arts  
Reading Standards for Informational Text**

Common Core State Standards		Essence	Extended Common Core		Unpacking the Extended Standard
Key Ideas and Details			Key Ideas and Details		Key Ideas and Details
<b>Cluster</b>	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		<b>Cluster</b>	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).	<p><b>Concepts:</b> The key ideas and details in a text support inferences, relate to the theme or central idea, and describe individuals, ideas and events.</p> <p><b>Skills:</b> Make inferences based on the text; select quotes from the text that support the inference; determine the theme or central idea of a text; select details from the text that relate to the theme or central idea; identify key individuals, ideas or events in the text; determine how those individuals ideas or events are the same and different.</p> <p><b>Big Ideas:</b> Authors provide information to support readers in understanding the theme or central idea, making inferences, and understanding the relationship between key individuals, ideas, or events in a text.</p>
	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.			2. Determine the theme or central idea of a text and select details that relate to it.	
	3. Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>Use key ideas and details to support understanding</b>		3. Compare and contrast key individuals, ideas or events in a text.	
			<b>Guidance</b>		

		<p><b>Essential Questions:</b> What inferences does the author expect me to make? What quotes from the text support that inference? What is the theme or central idea? What details in the text relate to the theme or central idea? Who are the key individuals in this text? How are those individuals the same or different from one another? What are the key ideas in the text? How are those ideas the same or different from one another? What are the key events in the text? How are those events the same or different from one another?</p>
<p><b>Craft and Structure</b></p>	<p><b>Craft and Structure</b></p>	<p><b>Craft and Structure</b></p>
<p>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.</p> <p>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.</p>	<p>4. Determine the meaning of words and phrases as they are used in text, including simple analogies.</p> <p>5. Determine the topic sentence in a paragraph.</p> <p>Use word</p>	<p><b>Concepts:</b> <i>Authors writing about the same topic intentionally use words and phrases to convey different information.</i></p> <p><b>Skills:</b> Determine the meaning of words in a text; determine the meaning of simple analogies in the text; determine which sentence in a paragraph is the topic sentence; identify the purposes of two texts on the same topic; compare the purposes of two texts on the same topic; identify information from two texts on the same topic that is not the same.</p>

Cluster

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.

**choice and structure to support meaning**

Cluster

6. Compare the purpose of two or more texts on the same topic and identify conflicting evidence or information.

Guidance

**Big Ideas:** Comprehension is improved when a reader determines the topic of a text, the intended meaning of words and phrases, and the ways that the text does and does not provide information that matches other texts on the same topic.

**Essential Questions:** What analogies does the author make? What do they mean? What is the meaning of the words in the text? What is the topic of this text? What is the topic sentence of this paragraph? What is the purpose of this text? How is this purpose the same and different from the purpose of another text on the same topic? What evidence or information in this text is different from the other text I read on this topic?

Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <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>	<p style="text-align: center;"><b>Compare information across sources</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <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>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Concepts:</b> <i>There are advantages and disadvantages to presenting information in different formats, but each provides a source for stating fact and opinion and supporting those claims with evidence.</i></p> <p><b>Skills:</b> Determine reasons why a particular format is good for presenting information on a topic or idea; identify the claims in a text; determine if the claims are fact or opinion; locate reasons or evidence in the text to support factual claims; identify the key information provided by authors of two different texts on the same topic; identify ways that the key information provided by authors of two different texts on the same topic is the same; identify ways that the key information provided by authors of two different texts on the same topic is different; determine whether or not the authors agree on each of the points they make.</p> <p><b>Big Ideas:</b> Authors make choices about the way they present information and the amount of information they provide to support claims that are fact and opinion.</p>

			<p><b>Essential Questions:</b> What does this audio/video/multimedia tell me that the text didn't? What are the claims that the author makes? Are the claims fact or opinion? What evidence or information does the author provide to support those claims? What key information is provided by the author of this text? How is that information the same as the information provided by the author of another text on the same topic? How is that information different from the information provided by the author of another text on the same topic? Do the two authors agree on each of the points they make?</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>		<p><b>Range of Reading and Level of Text Complexity</b></p>	<p><b>Range of Reading and Level of Text Complexity</b></p>
<p><b>Cluster</b></p> <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>	<p><b>Understand text</b></p>	<p><b>Cluster</b></p> <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>	<p><b>Guidance</b></p> <p><b>Concept:</b> <i>Listening and reading are active processes.</i></p> <p><b>Skills:</b> Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p><b>Big Idea:</b> Engaging during reading or listening requires thinking and communicating.</p>

**Essential Questions:** Why are we reading this story, poem, or drama? How do I communicate my understanding with others?

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

**8<sup>th</sup> Grade English/ Language Arts  
Writing Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Text Types and Purposes</b>		<b>Text Types and Purposes</b>	<b>Text Types and Purposes</b>
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>		<p>1. Write* a claim.</p> <p>a. Support claim with two or more reasons or other relevant evidence.</p> <p>b. State one opposing or counterclaim.</p>	<p><b>Concepts:</b> <i>The purpose for writing influences structure, organization and the decisions writers make about the type and amount of information to include.</i></p> <p><b>Skills:</b> Write a claim and support it with reasons or evidence; write one opposing or counterclaim; write informational or explanatory text; write the topic; choose a graphic or multimedia elements; decide if the graphic or multimedia elements help others understand the information; decide what facts or evidence support the topic; write about the facts or evidence; organize facts and evidence; use vocabulary specific to topic; write a closing; write a narrative; use temporal words to order events; use vocabulary that will describe a character; write about one or more characters; use dialogue.</p> <p><b>Big Ideas:</b> Selecting the structure, organization, details and evidence helps achieve the purpose for writing.</p>

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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.

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

**Use supporting information in**

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2. Write\* an informative or explanatory text.

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.

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**Essential Questions:** Why am I writing? What is my goal or purpose for writing? Am I making a claim? How can I support the claim? Are their counterclaims I should write? Am I informing someone about the claims and counterclaims? Am I explaining something? Am I writing about something I did or something I wish I could do? What is my topic? What are important words to use about the topic? What facts or details do I know that support the topic? Who is a character I want to write about? What words describe the character? Have I told what happens first? Next? Last? Do I want the characters to say something in the text? Have I written a closing?

- 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.
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

## writing

- d. Use domain specific vocabulary.
  - e. Provide a closing.
3. Write\* narratives about personal or imagined experiences or events.
- 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.

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.

Production and Distribution of Writing		Production and Distribution of Writing		Production and Distribution of Writing	
<b>Cluster</b>	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.).	<b>Produce and publish extended text</b>	4. Produce writing* that addresses a particular task, purpose, or audience.	<b>Guidance</b>	<b>Concept:</b> <i>Writing is a multi-step process that results in products that can be shared.</i>
	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)		5. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.		<b>Skills:</b> Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; revisit and revise plan as needed; use technology to produce and publish writing.
	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.		6. Use technology to produce and publish writing*.		<b>Big Ideas:</b> Writing requires thinking, planning and problem solving in order to produce a product that others will understand.

			<p><b>Essential Questions:</b> Why am I writing? What is my goal or purpose for writing? What do I want to include in my writing? What do I have to do to meet my goal? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? Am I sticking to my plan? Does my plan have to change? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>
	<b>Research to Build and Present Knowledge</b>	<b>Research to Build and Present Knowledge</b>	<b>Research to Build and Present Knowledge</b>
<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><b>Gather and report information in writing</b></p>	<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><b>Concept:</b> <i>Research supports writing to inform or respond.</i></p> <p><b>Skills:</b> Identify or develop the question to be answered; identify sources that will give information about a question or topic; identify quotes relevant to the topic; write to demonstrate understanding of literature; write to demonstrate understanding of literary nonfiction.</p> <p><b>Big Idea:</b> Reading and other research provide information that is useful when writing to demonstrate understanding and respond to questions.</p>
<b>Cluster</b>		<b>Cluster</b>	<b>Guidance</b>

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 and identifying when irrelevant evidence is introduced).

a. Apply *grade 8 Extended Reading Standards* to literature (e.g., *Write\* key details that support the theme* ).

b. Apply *grade 8 Extended Reading Standards* to literary nonfiction (e.g., *List in writing\* conflicting information presented across two texts* ).

**Essential Questions:** What is the question I will research and write about? What do I want to know about this? Where can I find information about this? What is my purpose for writing? What do I need to write about that research? What information have I gathered? How can I use writing to show what I learned?

Range of Writing		Range of Writing		Range of Writing	
<b>Cluster</b>	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>Cluster</b>	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.	<b>Guidance</b>	<p><b>Concept:</b> <i>The time it takes to develop a writing product is dependent on the task, purpose and audience.</i></p> <p><b>Skills:</b> Use standard writing instruments, computers or alternate writing tools to write; understand the specific task, purpose, and audience; remember the topic; add additional information to the topic.</p> <p><b>Big Idea:</b> Good writers continue working on writing until it meets their purpose.</p> <p><b>Essential Questions:</b> What am I going to write about? Why am I writing it? Who will read it? Did I write enough? What else can I write about this? Does it make sense? Do I need to change words or phrases so it makes sense? What else can I write to make it easier for someone to understand?</p>
	<b>Adjust writing approach to meet task, purpose and audience</b>				

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

**8<sup>th</sup> Grade English/ Language Arts  
Speaking and Listening Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Comprehension and Collaboration</b>		<b>Comprehension and Collaboration</b>	<b>Comprehension and Collaboration</b>
<p>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.</p> <p>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.</p> <p>b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.</p>		<p>1. Participate in communicative exchanges.</p> <p>a. Come to discussions prepared to share information.</p> <p>b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>Concepts:</b> <i>Successful communication exchanges are often rule based. topic centered, and draw upon information provided by speakers.</i></p> <p><b>Skills:</b> Prepare for discussion; follow rules; carry out assigned roles; ask questions; determine and remain on topic when participating in discussion; answer questions; determine when the topic shifts; adjust comments and questions to new topic; identify purpose of information presented orally, visually, and/or auditorally that is related to the topic; determine whether a speaker's claims are facts or opinions.</p> <p><b>Big Ideas:</b> Participating in communication exchanges often requires: preparation, cooperation, attention, and the evaluation of information.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>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.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p> <p>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.</p> <p>3. Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.</p>	<p style="text-align: center;"><b>Prepare and engage actively in communication</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>c. Remain on the topic of the discussion when asking or answering questions or making other contributions.</p> <p>d. Acknowledge when a communication partner changes the topic and a shift in own comments or questions is warranted.</p> <p>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).</p> <p>3. Determine whether the claims made by a speaker are fact or opinion.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Essential Questions:</b> How do I prepare? What do I want to say? What are the rules? What is my role? What is the topic? What more do I want to know about this topic? What does that mean? Who can I ask? What words answer the question? What else can I say about this topic? Did the topic change? What is the purpose of this presentation? Is that person telling me a fact or giving an opinion?</p>
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<b>Presentation of Knowledge and Ideas</b>	<b>Present Information</b>	<b>Presentation of Knowledge and Ideas</b>	<b>Presentation of Knowledge and Ideas</b>
<p>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.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>		<p>4. Present findings including relevant descriptions, facts, or details.</p> <p>5. Select or create audio recordings, images, photographs or other visual/tactual displays and integrate into presentations.</p>	<p><b>Concepts:</b> <i>Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.</i></p> <p><b>Skills:</b> Identify findings related to a subject; identify descriptions, facts or details related to findings; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p>
<b>Cluster</b>		<b>Cluster</b>	<b>Guidance</b>

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.).

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.

**Big Ideas:** Effective communication can occur with just one or two words but presentations and some other exchanges require more complete descriptions, facts, details and sometimes multimedia supports.

**Essential Questions:** What did I find out about this? How can I describe that? What facts or details are related to those findings? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this better? Who will I be communicating with? Do I need to say that more clearly?

**8<sup>th</sup> Grade English/ Language Arts  
Language Standards**

Common Core State Standards	Essence	Extended Common Core	Unpacking the Extended Standard
<b>Conventions of Standard English</b>		<b>Conventions of Standard English</b>	<b>Conventions of Standard English</b>
<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p align="center"><b>Communicate conventionally</b></p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Cluster</b></p> <p>1. Demonstrate understandings of standard English grammar and usage when communicating.</p> <p>a. Form and use regular and irregular verbs.</p> <p>b. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.</p> <p>2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.</p>	<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Guidance</b></p> <p><b>Concepts:</b> <i>It matters which words, letters and punctuation you choose when communicating.</i></p> <p><b>Skills:</b> Use regular and irregular verbs when communicating; form and use simple past tense verbs; form and use simple present tense verbs; form and use simple future tense verbs; use periods at the end of sentences; use question marks at the end of questions; use an exclamation mark at the end of an exclamation; spell words using letter-sound relationships and/or common spelling patterns; capitalize the first word in a sentence or question; capitalize proper nouns.</p> <p><b>Big Ideas:</b> Communicating involves choosing the right words, letters and ending punctuation.</p> <p><b>Essential Questions:</b> What word can I use to name that action? How can I say that action already happened? How can I say that action will happen? What mark should I use at the end of a sentence? What mark should I use at the end of a question? What mark should I use at the end of an exclamation? What sounds do I hear in the word? What letters make that sound? Is there a word I know that will help me spell this word? Does this word need to be capitalized?</p>

d. Recognize and correct inappropriate shifts in verb voice and mood.\*

2. Observe conventions of 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

a. Use ending punctuation.

b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

<b>Knowledge of Language</b>	<b>Communicate effectively</b>	<b>Knowledge of Language</b>	<b>Knowledge of Language</b>
		<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>	<p>3. Use language to achieve desired meaning when writing or communication</p> <p>a. Use action verbs</p>
<b>Vocabulary Acquisition and Usage</b>		<b>Vocabulary Acquisition and Usage</b>	<b>Vocabulary Acquisition and Use</b>
<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>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>Concepts:</b> <i>Words and phrases have meaning across context and in relation to one another.</i></p> <p><b>Skills:</b> Use the context of a sentence to determine a missing word; seek clarification when a word is not understood; understand some words mean more than one thing; understand that more than one word may mean the same or similar thing; identify words with similar meanings; identify words that have opposite meanings; use words across contexts.</p>

Cluster

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

Acquire and use vocabulary

Cluster

- b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- 5. Demonstrate understanding of word relationships.
  - 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)
- 6. Acquire and use general academic and domain-specific words and phrases.

Guidance

**Big Ideas:** As words are learned and used, they are related to topics, contexts, and one another.

**Essential Questions:** What word fits in that sentence? What word do I know that makes sense here? What does that word mean? How can I figure out what that word means? Does that word mean more than one thing? What word do I know that means the opposite of this word? What word do I know that means the same thing as this word?

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.