Common Core Standards© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.	LESSON									
	1	2	3	4	5	6	7	8	9	10
Speaking and Listening: Comprehension and Collaboration										
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	✓	✓		✓	✓	✓	✓	✓		✓
SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	✓	✓		✓	✓	✓	✓	✓		✓
SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	✓	✓		✓	✓	✓	✓	✓		✓
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Speaking and Listening: Presentation of Knowledge and Ideas										
SL.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.7.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	✓	✓		✓	✓	✓	✓	✓	✓	✓
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	✓	✓		✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	✓	✓		✓	✓	✓	✓	✓	✓	✓
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading: Foundational Skills: Fluency										
Teacher modeling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Individual silent practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Partner oral practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Individual test (reading checkout)	✓	✓							✓	✓
Language: Conventions of Standard English										
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensure that pronouns are in the proper case (subjective, objective, possessive).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use intensive pronouns (e.g., *myself, ourselves*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct inappropriate shifts in pronoun number and person.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use verbs in the active and passive voice.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
Recognize and correct inappropriate shifts in verb voice and mood.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use a comma to separate coordinate adjectives (e.g., "it was a fascinating, enjoyable movie" but not "he wore an old[,] green shirt").	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language: Knowledge of Language										
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vary sentence patterns for meaning, reader/listener interest, and style.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maintain consistency in style and tone.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language: Vocabulary Acquisition and Use										
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).		✓	✓	✓	✓		✓	✓	✓	

	1	2	3	4	5	6	7	8	9	10
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		✓	✓	✓	✓		✓	✓	✓	
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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).		✓	✓	✓	✓		✓	✓	✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g., personification) in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		✓	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g. verbal irony, puns) in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Use the relationship between particular words to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.6. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.6. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.8.6. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Key Ideas and Details										
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.3. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Craft and Structure										
RL.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.										✓
RL.8.5. 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.										✓
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Integration of Knowledge and Ideas										
RL.7.9. 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.	✓	✓		✓	✓				✓	✓
RL.8.9. 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.	✓	✓		✓	✓				✓	✓
Reading Literature: Range of Reading and Complexity of Text										
Read and comprehend complex literary and informational texts independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
e.g., Discriminate between fiction and nonfiction text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Informational Text: Key Ideas and Details										
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓		✓	✓				✓	✓
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓		✓	✓				✓	✓
RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓		✓	✓				✓	✓

	1	2	3	4	5	6	7	8	9	10
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓		✓	✓				✓	✓
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	✓	✓		✓	✓				✓	✓
RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓	✓		✓	✓				✓	✓
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	✓	✓		✓	✓				✓	✓
RI.7.3. 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).	✓	✓		✓	✓				✓	✓
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	✓	✓		✓	✓				✓	✓
Reading Informational Text: Craft and Structure										
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓	✓		✓	✓				✓	✓
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	✓	✓		✓	✓				✓	✓
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓		✓	✓				✓	✓
RI.6.5. 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.	✓	✓		✓	✓				✓	✓
RI.7.5. 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.		✓		✓	✓				✓	✓
RI.8.5. 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.					✓					
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.				✓	✓				✓	✓
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.				✓	✓				✓	✓

	1	2	3	4	5	6	7	8	9	10
Reading Informational Text: Integration of Knowledge and Ideas										
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	✓	✓			✓				✓	✓
RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	✓	✓								
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	✓	✓		✓	✓				✓	✓
RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	✓	✓		✓	✓				✓	✓
Range of Reading and Level of Text Complexity										
RI.6.10. 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.	✓	✓		✓	✓				✓	✓
RI.7.10. 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.	✓	✓		✓	✓				✓	✓
RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	✓	✓		✓	✓				✓	✓
Writing: Text Types and Purposes										
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	✓		✓		✓					
Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	✓		✓		✓					
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	✓		✓		✓					
Establish and maintain a formal style.	✓		✓		✓					
Provide a concluding statement or section that follows from the argument presented.	✓		✓		✓					
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	✓		✓		✓					
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	✓		✓		✓					

	1	2	3	4	5	6	7	8	9	10
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	✓		✓		✓					
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	✓		✓		✓					
Establish and maintain a formal style.	✓		✓		✓					
Provide a concluding statement or section that follows from and supports the argument presented.	✓		✓		✓					
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.	✓		✓		✓					
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	✓		✓		✓					
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	✓		✓		✓					
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	✓		✓		✓					
Establish and maintain a formal style.	✓		✓		✓					
Provide a concluding statement or section that follows from and supports the argument presented.	✓		✓		✓					
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use appropriate transitions to clarify the relationships among ideas and concepts.	✓	✓		✓	✓	✓	✓	✓		✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Establish and maintain a formal style.	✓	✓		✓	✓	✓	✓	✓		✓
Provide a concluding statement or section that follows from the information or explanation presented.	✓	✓		✓	✓	✓	✓	✓		✓
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	✓	✓		✓	✓	✓	✓	✓		✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Establish and maintain a formal style.	✓	✓		✓	✓	✓	✓	✓		✓
Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	✓		✓	✓	✓	✓	✓		✓
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	✓	✓		✓	✓	✓	✓	✓		✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Establish and maintain a formal style.	✓	✓		✓	✓	✓	✓	✓		✓
Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	✓		✓	✓	✓	✓	✓		✓
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					✓		✓		✓	✓
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.					✓		✓		✓	✓
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.					✓		✓		✓	✓

	1	2	3	4	5	6	7	8	9	10
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.					✓		✓		✓	✓
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.					✓		✓		✓	✓
Provide a conclusion that follows from the narrated experiences or events.					✓		✓		✓	✓
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					✓		✓		✓	✓
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.					✓		✓		✓	✓
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.					✓		✓		✓	✓
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.					✓		✓		✓	✓
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.					✓		✓		✓	✓
Provide a conclusion that follows from and reflects on the narrated experiences or events.					✓		✓		✓	✓
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					✓		✓		✓	✓
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.					✓		✓		✓	✓
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.					✓		✓		✓	✓
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.					✓		✓		✓	✓
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.					✓		✓		✓	✓
Provide a conclusion that follows from and reflects on the narrated experiences or events.					✓		✓		✓	✓

	1	2	3	4	5	6	7	8	9	10
Writing: Production and Distribution of Writing										
W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.8.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	✓	✓		✓	✓	✓	✓	✓	✓	✓
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	✓	✓		✓	✓	✓	✓	✓	✓	✓
W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	✓	✓		✓	✓	✓	✓	✓	✓	✓
Writing: Research to Build and Present Knowledge										
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.8. 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.	✓	✓		✓	✓	✓	✓	✓	✓	✓
W.7.8. 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.	✓	✓		✓	✓	✓	✓	✓	✓	✓
W.8.8. 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.	✓	✓		✓	✓	✓	✓	✓	✓	✓
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.").	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").	✓	✓		✓	✓				✓	✓
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.").	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply *grade 7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.").	✓	✓		✓	✓				✓	✓
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10
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.").	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").	✓	✓		✓	✓				✓	✓
Writing: Range of Writing										
W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.8.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Common Core Standards© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.	LESSON								
	11	12	13	14	15	16	17	18	Test
<u>Speaking and Listening: Comprehension and Collaboration</u>									
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	
Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	

	11	12	13	14	15	16	17	18	Test
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓	✓	✓	✓	✓	✓	✓	✓	
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	✓	✓	✓	✓	✓	✓	✓	✓	
Speaking and Listening: Presentation of Knowledge and Ideas									
SL.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.7.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	✓	✓	✓	✓	✓	✓	✓	✓	

	11	12	13	14	15	16	17	18	Test
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	
Reading: Foundational Skills: Fluency									
Teacher modeling	✓	✓	✓	✓	✓	✓	✓	✓	
Individual silent practice	✓	✓	✓	✓	✓	✓	✓	✓	
Partner oral practice	✓	✓	✓	✓	✓	✓	✓	✓	
Individual test (reading checkout)							✓	✓	
Language: Conventions of Standard English									
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensure that pronouns are in the proper case (subjective, objective, possessive).	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use intensive pronouns (e.g., *myself, ourselves*).	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct inappropriate shifts in pronoun number and person.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use verbs in the active and passive voice.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	Test
Recognize and correct inappropriate shifts in verb voice and mood.	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use a comma to separate coordinate adjectives (e.g., "it was a fascinating, enjoyable movie" but not "he wore an old[,] green shirt").	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language: Knowledge of Language									
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vary sentence patterns for meaning, reader/listener interest, and style.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maintain consistency in style and tone.	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language: Vocabulary Acquisition and Use									
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	✓	✓		✓	✓				✓

	11	12	13	14	15	16	17	18	Test
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.	✓	✓	✓	✓	✓	✓	✓	✓	
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).	✓	✓	✓	✓	✓	✓	✓	✓	
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	✓	✓		✓	✓				✓
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).	✓	✓	✓	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	✓	✓	✓	
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	✓	✓		✓	✓				✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	
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).	✓	✓	✓	✓	✓	✓	✓	✓	
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g., personification) in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	Test
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g. verbal irony, puns) in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use the relationship between particular words to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.6. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.6. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.8.6. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Key Ideas and Details									
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	Test
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.3. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Craft and Structure									
RL.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	Test
Reading Literature: Integration of Knowledge and Ideas									
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.					✓				
Reading Literature: Range of Reading and Complexity of Text									
Read and comprehend complex literary and informational texts independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓
e.g., Discriminate between fiction and nonfiction text.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Informational Text: Key Ideas and Details									
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		✓							
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		✓							
RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		✓							
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		✓							
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		✓							
RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		✓							
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		✓							

24

	11	12	13	14	15	16	17	18	Test
RI.7.3. 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).		✓							
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		✓							
Reading Informational Text: Craft and Structure									
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		✓							
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		✓							
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		✓							
RI.6.5. 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.		✓							
RI.7.5. 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.		✓							
RI.8.5. 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.		✓							
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		✓							
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		✓							
RI.8.6. 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.		✓							
Reading Informational Text: Integration of Knowledge and Ideas									
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		✓							
RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).		✓							

	11	12	13	14	15	16	17	18	Test
RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		✓							
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		✓							
RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		✓							
RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		✓							
RI.6.9. 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).		✓							
RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		✓							
RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		✓							
Range of Reading and Level of Text Complexity									
RI.6.10. 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.		✓							
RI.7.10. 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.		✓							
RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.		✓							
Writing: Text Types and Purposes									
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	✓						✓		✓
Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	✓						✓		✓
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	✓						✓		✓
Establish and maintain a formal style.	✓						✓		✓

	11	12	13	14	15	16	17	18	Test
Provide a concluding statement or section that follows from the argument presented.	✓						✓		✓
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	✓						✓		✓
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	✓						✓		✓
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	✓						✓		✓
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	✓						✓		✓
Establish and maintain a formal style.	✓						✓		✓
Provide a concluding statement or section that follows from and supports the argument presented.	✓						✓		✓
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.	✓						✓		✓
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	✓						✓		✓
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	✓						✓		✓
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	✓						✓		✓
Establish and maintain a formal style.	✓						✓		✓
Provide a concluding statement or section that follows from and supports the argument presented.	✓						✓		✓
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use appropriate transitions to clarify the relationships among ideas and concepts.	✓	✓	✓	✓	✓		✓	✓	
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Establish and maintain a formal style.	✓	✓	✓	✓	✓		✓	✓	

	11	12	13	14	15	16	17	18	Test
Provide a concluding statement or section that follows from the information or explanation presented.	✓	✓	✓	✓	✓		✓	✓	
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	✓	✓	✓	✓	✓		✓	✓	
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Establish and maintain a formal style.	✓	✓	✓	✓	✓		✓	✓	
Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	✓	✓	✓	✓		✓	✓	
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	✓	✓	✓	✓	✓		✓	✓	
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Establish and maintain a formal style.	✓	✓	✓	✓	✓		✓	✓	
Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	✓	✓	✓	✓		✓	✓	
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		✓		✓		✓	✓	✓	

	11	12	13	14	15	16	17	18	Test
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		✓		✓		✓	✓	✓	
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		✓		✓		✓	✓	✓	
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		✓		✓		✓	✓	✓	
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		✓		✓		✓	✓	✓	
Provide a conclusion that follows from the narrated experiences or events.		✓		✓		✓	✓	✓	
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		✓		✓		✓	✓	✓	
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		✓		✓		✓	✓	✓	
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		✓		✓		✓	✓	✓	
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		✓		✓		✓	✓	✓	
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		✓		✓		✓	✓	✓	
Provide a conclusion that follows from and reflects on the narrated experiences or events.		✓		✓		✓	✓	✓	
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		✓		✓		✓	✓	✓	
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		✓		✓		✓	✓	✓	
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		✓		✓		✓	✓	✓	
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		✓		✓		✓	✓	✓	
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		✓		✓		✓	✓	✓	

	11	12	13	14	15	16	17	18	Test
Provide a conclusion that follows from and reflects on the narrated experiences or events.		✓		✓		✓	✓	✓	
Writing: Production and Distribution of Writing									
W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	
W.7.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	
W.8.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	✓	✓	✓	✓	✓	✓	✓	✓	
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	✓	✓	✓	✓	✓	✓	✓	✓	
W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	✓	✓	✓	✓	✓	✓	✓	✓	
Writing: Research to Build and Present Knowledge									
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	

	11	12	13	14	15	16	17	18	Test
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	✓	✓	✓	✓	✓	✓	✓	✓	
W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	✓	✓	✓	✓	✓	✓	✓	✓	
W.6.8. 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.	✓	✓	✓	✓	✓	✓	✓	✓	
W.7.8. 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.	✓	✓	✓	✓	✓	✓	✓	✓	
W.8.8. 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.	✓	✓	✓	✓	✓	✓	✓	✓	
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.").	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").		✓							
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.").	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.").		✓							
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	Test
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.").	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").		✓							
Writing: Range of Writing									
W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.8.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓