KINDERGARTEN CCSS FOR ELA

**READING STANDARDS FOR LITERATURE**

**Key Ideas and Details**

**RL.K.1** With prompting and support, ask and answer questions about key details in a text.

**RL.K.2** With prompting and support, retell familiar stories, including key details.

**RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

**Craft and Structure**

**RL.K.4** Ask and answer questions about unknown words in a text.

**RL.K.5** Recognize common types of texts (e.g., storybooks, poems).

**RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**Integration of Knowledge and Ideas**

**RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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

**RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

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

**RL.K.10** Actively engage in group reading activities with purpose and understanding.

**READING STANDARDS FOR INFORMATIONAL TEXT**

**Key Ideas and Details**

**RF.K.1** With prompting and support, ask and answer questions about key details in a text.

**RF.K.2** With prompting and support, identify the main topic and retell key details of a text.

**RF.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

**RF.K.4** With prompting and support, ask and answer questions about unknown words in a text.

**RF.K.5** Identify the front cover, back cover, and title page of a book.

**RF.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**Integration of Knowledge and Ideas**

**RF.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**RF.K.8** With prompting and support, identify the reasons an author gives to support points in a text.

**RF.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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

**RF.K.10** Actively engage in group reading activities with purpose and understanding.

**READING STANDARDS FOR FOUNDATIONAL SKILLS**

**Print Concepts**

**RF.K.1** Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.

b. Recognize that spoken words are represented in written language by specific sequences of letters.

c. Understand that words are separated by spaces in print.

**RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

**Phonics and Word Recognition**

**RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**Fluency**

**RF.K.4** Read emergent-reader texts with purpose and understanding.

**WRITING STANDARDS**

**Text types and Purposes**

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . . ).

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Production and distribution of Writing**

**W.K.4** (Begins in grade 3)

**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

**W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W.K.9** (Begins in grade 4)

**Range of Writing**

**W.K.10** (Begins in grade 3)

**SPEAKING AND LISTENING STANDARDS**

**Comprehension and Collaboration**

**SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

**SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

**SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL.K.7** Speak audibly and express thoughts, feelings, and ideas clearly.

**LANGUAGE STANDARDS**

**Conventions of Standard English**

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.

b. Use frequently occurring nouns and verbs.

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

e. Use the most frequently occurring prepositions (e.g., to, from, in, on, out, off, for, of, by, with).

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Knowledge of Language**

**L.K.3** (Begins in grade 2)

**Vocabulary acquisition and Use**

**L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -ing, -er, -est; un-, -able) as clues to meaning of an unknown word.

**L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
GRADE 1 CCSS FOR ELA

READING STANDARDS LITERATURE
Key Ideas and Details
RL.1.1 Ask and answer questions about key details in a text.
RL.1.2 Describe characters, settings, and major events in a story, using key details.

Craft and Structure
RL.1.14 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.15 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Integration of Knowledge and Ideas
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.8 (Not applicable to literature)

Range of Reading and Level of Text Complexity
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING STANDARDS INFORMATIONAL TEXT
Key Ideas and Details
RI.1.1 Ask and answer questions about key details in a text.
RI.1.2 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure
RI.1.14 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.15 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.16 Distinguish between information provided by pictures and other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas
RI.1.7 Use the illustrations and details in a text to describe its key ideas.
RI.1.8 Identify the reasons an author gives to support points in a text.
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

READING STANDARDS FOUNDATIONAL SKILLS
Print Concepts
RF.1.1 Demonstrate understanding of the organization and basic features of print.
  e. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phones).
  g. Orally produce single-syllable words by blending sounds (phones), including consonant blends.
  h. Isolate and pronounce initial, medial vowel, and final sounds (phones) in spoken single-syllable words.
  i. Segment spoken single-syllable words into their complete sequence of individual sounds (phones).

Phonics and Word Recognition
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  d. Know the spelling-sound correspondences for common consonant digraphs.
  e. Decode regularly spelled one-syllable words.
  f. Know final -e and common vowel team conventions for representing long vowel sounds.
  g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  h. Decode two-syllable words following basic patterns by breaking the words into syllables.
  i. Read words with inflectional endings.
  j. Recognize and read grade-appropriate irregularly spelled words.

Fluency
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
  a. Read on-level text with purpose and understanding.
  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS
Text Types and Purposes
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing
W.1.4 (Begins in grade 3)
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge
W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.9 (Begins in grade 4)

Range of Writing
W.1.10 (Begins in grade 3)

SPEAKING AND LISTENING STANDARDS
Comprehension and Collaboration
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  a. Follow agreements upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
  c. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

LANGUAGE STANDARDS
Conventions of Standard English
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Print all upper- and lowercase letters.
  b. Use common, proper, and possessive nouns.
  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., “He hops; We hop.”)
  d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, them, their, anyone, everything).
  e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  f. Use frequently occurring adjectives.
  g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
  h. Use determiners (e.g., articles, demonstratives).
  i. Use frequently occurring prepositions (e.g., during, beyond, toward).
  j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Capitalize dates and names of people.
  b. Use end punctuation for sentences.
  c. Use commas in dates and to separate single words in a series.
  d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language
L.1.3 (Begins in grade 2)
Vocabulary Acquisition and Use
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
  a. Use sentence-level context as a clue to the meaning of a word or phrase.
  b. Use frequently occurring affixes as a clue to the meaning of a word.
  c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
  d. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
    b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
    c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
    d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)
GRADE 7 CCSS FOR ELA

READING STANDARDS LITERATURE

Key Ideas and Details

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.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.7.3 Analyze how particular elements of a story or drama interact (e.g., setting and plot) or a conversation (e.g., turn and counterturn) contribute to the development of a topic, idea, or theme in a text.

Craft and Structure

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 specific word choices on the meaning and tone of the text.

RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Integration of Knowledge and Ideas

RL.7.6 Compare and contrast a fictional portrayal of a time, place, or a historical account of the same period as a text (e.g., by the delivery of a speech affects the impact of the words).

RL.7.7 Compare and contrast a fictional portrayal of a time, place, or a historical account of the same period as a text, including how the delivery of a speech affects the impact of the words.

Range of Reading and Level of Text Complexity

RL.7.8 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

GRADE 7 CCSS FOR ELA

READING STANDARDS INFORMATIONAL TEXT

Key Ideas and Details

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.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.

RI.7.3 Analyze how particular elements of a story or drama interact (e.g., setting and plot) or a conversation (e.g., turn and counterturn) contribute to the development of a topic, idea, or theme in a text.

Craft and Structure

RI.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 specific word choices on the meaning and tone of the text.

RI.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Integration of Knowledge and Ideas

RI.7.6 Compare and contrast a fictional portrayal of a time, place, or a historical account of the same period as a text (e.g., by the delivery of a speech affects the impact of the words).

RI.7.7 Compare and contrast a fictional portrayal of a time, place, or a historical account of the same period as a text, including how the delivery of a speech affects the impact of the words.

Range of Reading and Level of Text Complexity

RI.7.8 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RI.7.9 Compare and contrast a fictional portrayal of a time, place, or a character and a historical account of the same period as a text, including how the delivery of a speech affects the impact of the words.

WRITING STANDARDS

Text Types and Purposes

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and relevant examples.
   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 logically from the evidence presented.

W.7.2 Write informative/explanatory texts to examine a topic and convey impressions, concepts, and information through the selection, organization, and coherence of relevant content.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as defining, illustrating, or elaborating, to develop the topic or argument presented.
   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 or explain about the topic or argument presented.
   e. Establish and maintain a formal style.
   f. Introduce and develop an end-of-section or conclusion that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective timing, relevant descriptive details, and well-structured event sequences.
   a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
   c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
   d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
   e. Provide a narrative that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
   a. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
   b. 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 well chosen words and phrases; develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on well chosen words and phrases; develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
   c. Use technology, including the internet, to produce and publish writing and linking to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

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.
   a. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
   b. 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”).
   c. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace the argument and specific claims in a text, assessing the reasoning is sound and the evidence is relevant and sufficient to support the argument presented.”)

Range of Writing

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.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

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.
   a. Come to discussions prepared, having read or researched material under discussion and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe, reflect, and reemphasize ideas.
   b. Follow rules for collaborative discussions, track progress toward specific goals, and define individual roles as needed.
   c. Pose questions that elicit explanation and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
   d. Acknowledge new information expressed by others and, when warranted, modify one’s own views.

SL.2.1 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.2.2 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the sufficiency of the evidence.

SL.3.2 Adapt to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SL.4.2 Acquire and use accurately grade-appropriate academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LANGUAGE STANDARDS

Conventions of Standard English

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Explain the function of phrases and clauses in general and their function in specific sentences.
   b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
   c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie but not He wore an old green shirt”).
   b. Spell correctly.

Knowledge of Language

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

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.
   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., dis-, -que, omen).
   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 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).

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., literal, biblical, and mythological allusions) in context.
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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.

Range of Reading and Level of Text Complexity

SL.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity
GRADE 8 CCSS FOR ELA
READINGS STANDARDS LITERATURE

Key Ideas and Details

RI.8.1 Cite the text evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.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 characters, setting, and plot; provide an objective summary of the text.

RI.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provide a decision.

Craft and Structure

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 word substitutions.

RI.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 tone.

RI.8.6 Analyze how differences in the points of view and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

RI.8.7 Analyze the extent to which a filmed or live production of a story,悲剧, play, poem, or painting conveys its message through its visual and aural details (e.g., mood, pacing).

RI.8.8 By the end of the year, read and comprehend literary nonfiction at grade 8 text complexity band independently and proficiently.

RI.8.9 Evaluate the advantages and disadvantages of using multiple mediums (e.g., digital text, video, multimedia) to present a particular topic or idea.

RI.8.10 Define and evaluate the argument and specific claims in a text, assessing the reasoning and evidence presented, and recognizing when relevant evidence is introduced.

RI.8.11 Analyze in a case in which two or more texts provide conflicting information on the same topic and identify which texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

RI.8.12 To 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.

WRITING STANDARDS

Text Types and Purposes

W.8.1 Write a multigenre research paper to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among ideas; include transitions such as, “in comparison” and “in addition”.

d. Establish and maintain a formal style.

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.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, actions, and 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 interaction among characters and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

a. Grade-specific conventions for writing types are defined in standards 1–3 above.

b. Write at least 6–8 text complexity band independently and proficiently.

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.

(a) Editing for conventions should demonstrate command of grade-specific conventions as defined in standards 1–3 above and including grade 8.

b. Write consistently in a genre appropriate to task, purpose, and audience, using appropriate digital tools and software.

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.

Research to Build and Present Knowledge

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 hypotheses of explanation.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among ideas; include transitions such as “in comparison and in addition.”

d. Establish and maintain a formal style.

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

a. Apply grade 8 Reading standards to literature (e.g., “Analyze how the narrator’s voice or the language of conversation or description gives rise to the development of the story or the creation of a particular point of view.”)

b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”)

Range of Writing

W.8.10 Write at least 6–8 text complexity band independently and proficiently.

a. 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.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.8.1a Engage effectively in 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 and persuasively.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referencing evidence on the topic, text, or issue to probe counterarguments and clarify evidence.

b. Follow rules for collaborative discussions and decision-making, track progress toward specific goals and deadlines, clarify the relationships among ideas and concepts.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and when necessary, modify, qualify, or correct own views in light of the evidence presented.

SL.8.1b Integrate and assess evidence presented in varying media and formats (e.g., visually, quantitatively, orally) to support claims and address the audience’s concerns.

SL.8.1c Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) to evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.1d Evaluate the speaker’s argument and specific claims, determining the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.2 Integrate and assess varying presentations of the same information in order to come to a common set of understandings about the essential ideas.

SL.8.3 Evaluate the credibility of the argument presented and the specific claims it makes, determining the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

LANGUAGE STANDARDS

Conventions of Standard English

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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

L.8.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

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

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

Vocabulary Acquisition and Use

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in a context (e.g., using definitions provided in word lists or other texts; using word meanings as a clue to the meaning of a word or phrase; analyzing multiple-meaning words in context or in a dictionary); distinguishing literal from nonliteral language.

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in a context.

b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in a context.

c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in a context.

d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases as they are used in a context.

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

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

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

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.
By the end of grade 9, read and comprehend literature, drawing on a play by Shakespeare). Drawn on a play by Shakespeare, such as Shakespeare’s treatment of a theme (e.g., a person’s life story in both print and multimedia), students analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze how the author’s choices concerning how to structure a text, order events, set the pace, use text structures and other elements can contribute to the text’s purpose and meaning. For example, by the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band independently and proficiently.

READING STANDARDS INFORMATIONAL TEXT

Key Ideas and Details

RL.9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9–10.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is Emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9–10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9–10.4 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; draw on multiple sources of information (e.g., a play and its script), analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RL.9–10.5 Analyze how an author’s choices concerning how to structure a text, order events, set the pace, use text structures and other elements can contribute to the text’s purpose and meaning.

Range of Reading and Level of Text Complexity

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band independently and proficiently.

WRITING STANDARDS

Text Types and Purposes

W.9–10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, creating relationships among claim(s), counterclaims, reasons, and evidence, between claim(s) and counterclaims.

d. Establish and maintain one, clear focus (e.g., a definition, objective, or point of view) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

W.9–10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

b. Develop a topic through well-chosen, relevant, and sufficient facts, detailed definitions, concrete details, quotations, or other information.

c. Use precise language and domain-specific vocabulary to make the topic clear.

d. Establish and maintain a formal style and objective tone appropriate to the discipline and writing type.

e. Support ideas with logical reasoning and analysis, using clear and relevant examples.

f. Provide a conclusion that follows from and reflects on the information or explanation presented (e.g., a day or two) for a range of tasks, purposes, and audiences.

Vocabulary Acquisition and Use

SL.9–10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade–level reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and use dialect, jargon, and informal expressions appropriate for the discipline and writing type.

c. Consult general and specialized reference materials (e.g., a dictionary, glossary,thesaurus) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

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).

LANGUAGE STANDARDS

Conventions of Standard English

L.9–10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use participial phrases (e.g., with the (partitive adjective) to link two or more closely related independent clauses.

b. Use a color to introduce a list or quotation.

c. Spell correctly.

Knowledge of Language

L.9–10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) for the discipline and writing type.

SL.9–10.1 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, qualitatively, orally), evaluating the credibility and accuracy of each source.

SL.9–10.2 Evaluate the speaker’s point of view, reasoning, and use of evidence and metoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

SL.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning and the organization and development, and style are appropriate to purpose, audience, and task.

SL.9–10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest, clarity, precision, and impact.

SL.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 10 language standards 1 and 3 for specific expectations.)
Analyze and evaluate the effectiveness of a work or analysis so that they build on one another to create a coherent whole and build toward a particular outcome and tone (e.g., a sense of mystery, plotting, and the importance of personal narrative in historical literature).

b. Use precise words and phrases, telling details, and sensory language to vividly paint a picture of the events, experiences, or situations.

c. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4 Produce complete sentences and paragraphs in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 11–12 Reading standards for literary text, 11–12 Reading standards for informational text, and 11–12 Writing standards.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing the audience's attention on what's important to be conveyed (e.g., a point of view requires engagement, analysis, and reflection), and seeking feedback appropriate to the task (e.g., from a peer, reader, or editor).

W.11-12.6 Use technology, including the Internet, to produce, publish, and update Individual or shared writing products, taking into account the design, the audience, the purpose, and the goals.

Research to Build and Present Knowledge

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information that supports a claim using multiple and varied sources; assess the audience, purpose, function, and format of the information to effectively communicating that, for example, selective reading of different or multiple sources is appropriate.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 11–12 Reading standards to文学 (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth century) foundational works of American literature, including how two or more texts in the same period treat similar themes or topics.

b. Apply grade 11–12 Writing standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. Supreme Court cases, including the application of constitutional principles and use of legal reasoning (including popular opinion and dissents) and the premises, purposes, and arguments")

c. Provide an objective summary of the text.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of sources and noting any discrepancies among the data.

SL.11-12.1 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of sources and noting any discrepancies among the data.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, integrated media) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

I. LANGUAGE STANDARDS

Conventions of Standard English

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Recognize and correct multiple or complex usage, content, and mechanical errors.

c. Adapt to a variety of contexts and tasks, demonstrating a command of formal English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.11-12.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (e.g., "Correctly use verb tenses, number, and pronoun; maintain parallelism; vary sentence structure for effect; correctly use词语 such as "it is a matter of convention";")

b. Spell correctly.

Knowledge of Language

L.11-12.3 Understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to understand.

a. Vary syntax for effect, consulting references (e.g., Tufte, Artful Sentences) for guidance as needed; apply an understanding of syntax to the complex texts when reading.

b. Identify and correct use patterns of word changes that indicate different meanings of the same word (e.g., "word’s position or function in a sentence") as a clue to the meaning of a word or phrase.

Vocabulary Acquisition and Use

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11–12 reading and content, choosing flexibly from a range of meanings in context.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correct use patterns of word changes that indicate different meanings of the same word (e.g., "word’s position or function in a sentence") as a clue to the meaning of a word or phrase.

Identify and correct use patterns of word changes that indicate different meanings of the same word (e.g., "word’s position or function in a sentence") as a clue to the meaning of a word or phrase (e.g., "word’s position or function in a sentence") as a clue to the meaning of a word or phrase.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciations of a word, the word’s precise meaning or precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking multiple meanings in a dictionary).

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, understanding in context and analyze the use of such language.

b. Analyze nuances in the meaning of words with similar denotations.

c. Acquire and use acculturedly general and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening in the grade and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.