

**Reading Standards for Literature** 

Common Core Standards



1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Reading Standards for Literature** 

**Common Core Standards** 



**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.



**Reading Standards for Literature** 

**Common Core Standards** 



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.

**Reading Standards for Literature** 

**Common Core Standards** 



**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.

(See grade 6 Language standards 4-6 for additional expectations.)



**Reading Standards for Literature** 

Common Core Standards



**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.

**Reading Standards for Literature** 

**Common Core Standards** 



**6.** Explain how an author develops the point of view of the narrator or speaker in a text.



Reading Standards for Literature

**Common Core Standards** 



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 Standards for Literature** 

**Common Core Standards** 



**9**. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.



**Reading Standards for Literature** 

Common Core Standards



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.

Reading Standards for Informational Text

**Common Core Standards** 



1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



**Reading Standards for Informational Text** 

Common Core Standards



**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.

Reading Standards for Informational Text

**Common Core Standards** 



**CA** 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).



**Reading Standards for Informational Text** 

**Common Core Standards** 



**4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

(See grade 6 Language standards 4-6 for additional expectations.)

**Reading Standards for Informational Text** 

**Common Core Standards** 



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. a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.



**Reading Standards for Informational Text** 

Common Core Standards



**6.** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**Reading Standards for Informational Text** 

**Common Core Standards** 



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.



**Reading Standards for Informational Text** 

Common Core Standards



**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.

Reading Standards for Informational Text

**Common Core Standards** 



**EA** 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).



**Reading Standards for Informational Text** 

**Common Core Standards** 



**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.

Writing

**Common Core Standards** 



# 1. Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.



Writing

**Common Core Standards** 



- 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis
- a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.



Writing Common Core Standards

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



Writing

**Common Core Standards** 

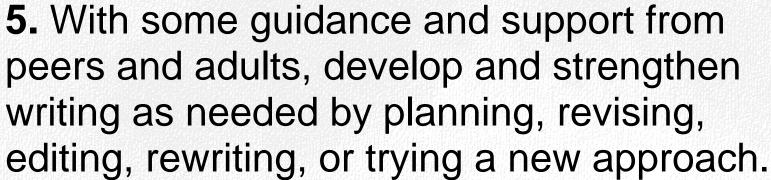


**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)



Common Core Standards



(Editing for conventions should demonstrate command of Language standards 1–3. See Language Standards and Language Progressive Skills below.)



Writing

Common Core Standards



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.

Writing

**Common Core Standards** 



7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.



Writing

**Common Core Standards** 



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.



Writing Common Core Standards

- **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").



Writing

**Common Core Standards** 



**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**

**Common Core Standards** 



- **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.



Speaking and Listening

**Common Core Standards** 



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.

**Speaking and Listening** 

**Common Core Standards** 



3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.



Speaking and Listening

Common Core Standards



4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

a. Plan and deliver an informative/explanatory presentation that develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.

Speaking and Listening

**Common Core Standards** 



**5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.



Speaking and Listening

**Common Core Standards** 



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

(See grade 6 Language standards 1 and 3 for specific expectations.)



Language Common Core Standards

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



Language

**Common Core Standards** 



**1a.** Ensure that pronouns are in the proper case (subjective, objective, possessive).



Language Common Core Standards

1b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves), correctly.



Language

**Common Core Standards** 



**1c.** Recognize and correct inappropriate shifts in pronoun number and person.



Language Common Core Standards

1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).



Language

**Common Core Standards** 



**1e.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.



Language Common Core Standards

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



Language

**Common Core Standards** 



**2a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.



Language

**Common Core Standards** 

2b. Spell correctly.



Language

**Common Core Standards** 



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

a. Vary sentence patterns for meaning, reader / listener interest, and style.

b. Maintain consistency in style and tone.



Language Common Core Standards

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.



Language

**Common Core Standards** 



**4a.** 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.



**Common Core Standards** 



**4b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).



Language

**Common Core Standards** 



**4c.** 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.

Language

**Common Core Standards** 



**4d.** 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

Common Core Standards



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



Language

**Common Core Standards** 

**5a.** Interpret figures of speech (e.g., personification) in context.



Language

Common Core Standards



**5b.** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.



**Common Core Standards** Language

**EA** 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).



Language

**Common Core Standards** 



6. Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Language Progressive Skills** 

**Common Core Standards** 



L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.

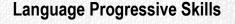


**Language Progressive Skills** 

Common Core Standards



L.3.3a. Choose words and phrases for effect.



**Common Core Standards** 



**EA** L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

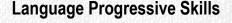


**Language Progressive Skills** 

**Common Core Standards** 



**L.4.1g.** Correctly use frequently confused words (e.g., to/too/two; there/their).



**Common Core Standards** 



L.4.3a. Choose words and phrases to convey ideas precisely.

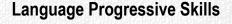


Language Progressive Skills

**Common Core Standards** 



# **L.4.3b.** Choose punctuation for effect.



**Common Core Standards** 



L.5.1d. Recognize and correct inappropriate shifts in verb tense.



**Language Progressive Skills** 

**Common Core Standards** 



# L.5.2a. Use punctuation to separate items in a series.



**Common Core Standards**