

*-Sixth-*

*USD 417 Morris County*

# **Common Core Standards**

*E.L.A. & Literacy*

## **Quick Reference Tool**

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# K-12 College & Career Readiness Anchor Standards

## Strand: Reading

BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Key Ideas & Details	1. <b>Read</b> closely to <b>determine</b> what the text says explicitly and to <b>make</b> logical inferences from it; <b>cite</b> specific textual evidence when <b>writing or speaking</b> to support conclusions drawn from the text.	R.CCR.1
	2. <b>Determine</b> central ideas or themes of a text and <b>analyze</b> their development; <b>summarize</b> the key supporting details and ideas.	R.CCR.2
	3. <b>Analyze</b> how and why individuals, events, and ideas develop and <b>interact</b> over the course of a text.	R.CCR.3
Craft & Structure	4. <b>Interpret</b> words and phrases as they are used in a text, including <b>determining</b> technical, connotative, and figurative meanings, and <b>analyze</b> how specific word choices <b>shape</b> meaning or tone.	R.CCR.4
	5. <b>Analyze</b> the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	R.CCR.5
	6. <b>Assess</b> how point of view or purpose shapes the content and style of a text.	R.CCR.6
Integration of Knowledge & Ideas	7. <b>Integrate and evaluate</b> content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	R.CCR.7
	8. <b>Delineate and evaluate</b> the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	R.CCR.8
	9. <b>Analyze</b> how two or more texts address similar themes or topics in order to <b>build</b> knowledge or to <b>compare</b> the approaches the authors take.	R.CCR.9
Range of Reading & Level of Text Complexity	10. <b>Read and comprehend</b> complex literary and informational texts independently and proficiently.	R.CCR.10

## Strand: Writing

Text Types & Purposes	1. <b>Write</b> arguments to support claims in an analysis of substantive topics or texts, <b>using</b> valid reasoning and relevant and sufficient evidence.	W.CCR.1
	2. <b>Write</b> informative/explanatory texts to <b>examine and convey</b> complex ideas and information clearly and accurately through the effective <b>selection, organization, and analysis</b> of content.	W.CCR.2
	3. <b>Write</b> narratives to <b>develop</b> real or imagined experiences or events <b>using</b> effective technique, well chosen details, and well structured event sequences.	W.CCR.3
Production & Distribution of Writing	4. <b>Produce</b> clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.CCR.4
	5. <b>Develop and strengthen</b> writing as needed by <b>planning, revising, editing, rewriting, or trying</b> a new approach.	W.CCR.5
	6. <b>Use</b> technology, including the internet, to <b>produce and publish</b> writing and to <b>interact</b> and <b>collaborate</b> with others.	W.CCR.6

Research to Build & Present Knowledge	7. <b>Conduct</b> short as well as more sustained research projects based on focused questions, <b>demonstrating</b> understanding of the subject under investigation.	W.CCR.7
	8. <b>Gather</b> relevant information from multiple print and digital resources, <b>assess</b> the credibility and accuracy of each source, and <b>integrate</b> the information while <b>avoiding</b> plagiarism.	W.CCR.8
	9. <b>Draw</b> evidence from literary or informational texts to support analysis, reflection, and research.	W.CCR.9
Range of Writing	10. <b>Write</b> 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 tasks, purposes, and audiences.	W.CCR.10
<b>Strand: Speaking &amp; Listening</b>		
Comprehension & Collaboration	1. <b>Prepare for and participate</b> effectively in a range of conversations and collaborations with diverse partners, <b>building</b> on others' ideas and <b>expressing</b> their own clearly and persuasively.	SL.CCR.1
	2. <b>Integrate and evaluate</b> information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.CCR.2
	3. <b>Evaluate</b> a speaker's point of view, <b>reasoning, and use of</b> evidence and rhetoric.	SL.CCR.3
Presentation of Knowledge & Ideas	4. <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.CCR.4
	5. <b>Make</b> strategic use of digital media and visual displays of data to <b>express</b> information and <b>enhance</b> understanding of presentations.	SL.CCR.5
	6. <b>Adapt</b> speech to a variety of contexts and communicative tasks, <b>demonstrating</b> command of formal English when indicated or appropriate.	SL.CCR.6
<b>Strand: Language</b>		
Conventions of Standard English	1. <b>Demonstrate</b> command of conventions of standard English grammar and usage when <b>writing or speaking</b> .	L.CCR.1
	2. <b>Demonstrate</b> command of the conventions of standard English capitalization, punctuation, and spelling when <b>writing</b> .	L.CCR.2
Knowledge of Language	3. <b>Apply</b> knowledge of language to understand how language functions in different contexts, to <b>make</b> effective choices for meaning or style, and to <b>comprehend</b> more fully when <b>reading or listening</b> .	L.CCR.3
Vocabulary Acquisition and Use	4. <b>Determine or clarify</b> the meaning of unknown and multiple-meaning words and phrases by <b>using</b> context clues, <b>analyzing</b> meaningful word parts, and <b>consulting</b> general and specialized reference materials, as appropriate.	L.CCR.4
	5. <b>Demonstrate</b> understanding of figurative language, word relationships, and nuances in word meanings.	L.CCR.5
	6. <b>Acquire</b> and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; <b>demonstrate</b> independence in <b>gathering</b> vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.CCR.6

## Kansas Additional 15%

Literacy Learning	1. <b>Engage</b> in literacy learning through collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation	KS.LL.1
	2. <b>Use</b> meta-cognitive strategies to <b>monitor</b> literacy learning progress.	KS.LL.2
	3. <b>Engage</b> in five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.	KS.LL.3
	4. <b>Engage</b> in strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.	KS.LL.4
	5. <b>Develop</b> the literacy skills presented throughout these standards in both academic and career/technical education contexts.	KS.LL.5
Range of Reading Level & Text Complexity	6. <b>Encounter</b> a range of engaging and culturally sensitive text and media that motivate the desire to be literate.	KS.RL.11
	7. <b>Read</b> -both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.	KS.RL.12
Text Type & Purpose	8. <b>Create</b> -both independently and collaboratively technical, non-print, digital, and multi modal versions of text types and purposes outlined in standards 1, 2, and 3.	KS.W.11
Production & Distribution of Writing	9. <b>Strengthen</b> writing craft-both independently and collaboratively- through recursive wiring and revision process and the <b>use</b> of common vocabulary of the 6 Trait model.	KS.W.12

# Sixth Grade ELA Standards

## Strand: Reading

SUB STRAND	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Literature	Key Ideas & Details	1. <b>Cite</b> textual evidence to <b>support</b> analysis of what the text says as well as inferences drawn from the text.	RL.6.1
		2. <b>Determine</b> 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 judgements.	RL.6.2
		3. <b>Describe</b> how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or changes as the plot moves toward a resolution.	RL.6.3
	Craft & Structure	4. <b>Determine</b> the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; <b>analyze</b> the impact of a specific word choice on meaning and tone	RL.6.4
		5. <b>Analyze</b> 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.6.5
		6. <b>Explain</b> how an author develops the point of view of the narrator or speaker in a text.	RL.6.6
	Integration of Knowledge and Ideas	7. <b>Compare and contrast</b> the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including <b>contrasting</b> what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	RL.6.7
		8. (Not applicable to literature).	RL.6.8
		9. <b>Compare and contrast</b> 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.	RL.6.9
	Range of Reading and Level of Text Complexity		10. By the end of the year, <b>read and comprehend</b> literature, including stories, drams, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Informational Text	Key Ideas & Details	1. <b>Cite</b> textual evidence to <b>support</b> analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1
		2. <b>Determine</b> a central idea of a text and how it is conveyed through particular details; <b>provide</b> a summary of the text distinct from personal opinions or judgments.	RI.6.2
		3. <b>Analyze</b> in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI.6.3
	Craft & Structure	4. <b>Determine</b> the meaning of words and phrases as they are used in a txt, including figurative, connotative, and technical meanings.	RI.6.4
		5. <b>Analyze</b> 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.6.5

		6. <b>Determine</b> an author’s point of view or purpose in a text and explain how it is conveyed in the text.	RI.6.6
Integration of Knowledge & Ideas		7. <b>Integrate</b> information presented in different media or formats (e.g., visually, quantitatively) as well as in words to <b>develop</b> a coherent understanding of a topic or issue.	RI.6.7
		8. <b>Trace and evaluate</b> the argument and specific claims in a text, <b>distinguishing</b> claims that are supported by reasons and evidence from claims that are not.	RI.6.8
		9. <b>Compare and contrast</b> one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI.6.9
Range of Reading & Level of Text Complexity		10. By the end of the year, <b>read and comprehend</b> literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10

### Strand: Writing

Text Types & Purposes		<p><b>1. Write</b> arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. <b>Introduce</b> claim(s) and <b>organize</b> the reasons and evidence clearly.</li> <li>b. <b>Support</b> claim(s) with clear reasons and relevant evidences, <b>using</b> credible sources and <b>demonstrating and understanding</b> of the topic or text.</li> <li>c. <b>Use</b> words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. <b>Establish and maintain</b> a formal style.</li> <li>e. <b>Provide</b> a concluding statement or section that follows from the argument presented.</li> </ul>	W.6.1a-e
		<p><b>2. Write</b> informative/explanatory texts to <b>examine</b> a topic and <b>convey</b> ideas, concepts, and information through the <b>selection, organization, and analysis</b> of relevant content.</p> <ul style="list-style-type: none"> <li>a. <b>Introduce</b> a topic, organize ideas, concepts, and information, <b>using</b> 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.</li> <li>b. <b>Develop</b> the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. <b>Use</b> appropriate transitions to <b>clarify</b> the relationships among ideas and concepts.</li> <li>d. <b>Use</b> precise language and domain-specific vocabulary to <b>inform</b> about or <b>explain</b> the topic.</li> <li>e. <b>Establish and maintain</b> a formal style.</li> <li>f. <b>Provide</b> a concluding statement or section that follows from the information or explanation presented.</li> </ul>	W.6.2a-f
		<p><b>3. Write</b> narratives to develop real or imagined experiences or events <b>using</b> effective technique, relevant descriptive details, and well structured event sequences.</p> <ul style="list-style-type: none"> <li>a. <b>Engage and orient</b> the reader by <b>establishing</b> a context and <b>introducing</b> a narrator and/or characters; <b>organize</b> and event</li> </ul>	W.6.3a-e

		<p>sequence that unfolds naturally and logically.</p> <p>b. <b>Use</b> narrative techniques, such as dialogue, pacing, and description, to <b>develop</b> experiences, events, and/or characters.</p> <p>c. <b>Use</b> a variety of transition words, phrases, relevant descriptive details, and sensory language to <b>convey</b> experiences and events.</p> <p>d. <b>Use</b> precise words and phrases, relevant descriptive details, and sensory language to <b>convey</b> experiences and events.</p> <p>e. <b>Provide</b> a conclusion that follows from the narrated experiences or events.</p>	
Production & Distribution of Writing		<b>4. Produce</b> 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.6.4
		<b>5.</b> With some guidance and support from peers and adults, <b>develop and strengthen</b> writing as needed by <b>planning, revising, editing, rewriting, or typing</b> a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	W.6.5
		<b>6. Use</b> technology, including the internet, to <b>produce and publish</b> writing as well as to <b>interact and collaborate</b> with others; <b>demonstrate</b> sufficient command of keyboarding skills to <b>type</b> a minimum of three pages in a single setting.	W.6.6
Research to Build & Present Knowledge		<b>7. Conduct</b> short research projects to <b>answer</b> a question, <b>drawing on</b> several sources and <b>refocusing</b> the inquiry when appropriate,	W.6.7
		<b>8. Gather</b> relevant information from multiple print and digital resources; <b>assess</b> the credibility of each source; and <b>quote or paraphrase</b> the data and conclusions of others while <b>avoiding</b> plagiarism and <b>providing</b> basic bibliographic information for sources.	W.6.8
		<b>9. Draw</b> evidence from literacy or informational texts to <b>support</b> analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. <b>Apply</b> grade 6 Reading standards to literature (e.g., “Compare and contrasts 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.</li> <li>b. <b>Apply</b> grade 6 Reading standards to literacy 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”).</li> </ul>	W.6.9
Range of Writing		<b>10. Write</b> 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.6.10
<b>Strand: Speaking &amp; Listening</b>			
Comprehension & Collaboration		<b>1. Engage</b> effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, <b>building</b> on others’ ideas and <b>expressing</b> their own clearly. <ul style="list-style-type: none"> <li>a. <b>Come</b> to discussions prepared, having read or studied required material; explicitly <b>draw on</b> preparation by <b>referring</b> to evidence on a topic; text, or issue to <b>probe and reflect</b> on ideas under discussion.</li> </ul>	SL.6.1a-d

		<p>b. <b>Follow</b> rules for collegial discussions, <b>set</b> specific goals and deadlines, and <b>define</b> individual roles as needed.</p> <p>c. <b>Pose and respond</b> to specific questions and elaboration and detail by <b>making</b> comments that contribute to the topic; text, or issue under discussion.</p> <p>d. <b>Review</b> the key ideas expressed and <b>demonstrate</b> understanding of multiple perspectives through <b>reflection and paraphrasing</b>.</p>	
		<b>2. Interpret</b> 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.6.2
		<b>3. Delineate</b> a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.6.3
Presentation of Knowledge & Ideas		<b>4. Present</b> claims and findings, <b>sequencing</b> ideas logically and <b>using</b> pertinent descriptions, facts, ad details to <b>accentuate</b> main ideas or themes; <b>use</b> appropriate eye contact, adequate volume, and clear pronunciation.	SL.6.4
		<b>5. Include</b> multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL.6.5
		<b>6. Adapt</b> speech to a variety of contexts and tasks, <b>demonstrate</b> command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 specific expectations).	SL.6.6
<b>Language</b>			
Conventions of Standard English		<p><b>1. Demonstrate</b> command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. <b>Ensure</b> that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. <b>Use</b> intensive pronouns (e.g., myself, ourselves).</p> <p>c. <b>Recognize and correct</b> inappropriate shifts in pronoun number and person *</p> <p>d. <b>Recognize and correct</b> vague pronouns (i.e., ones with unclear and ambiguous antecedents). *</p> <p>e. <b>Recognize</b> variations from standard English in their own and others’ writing and speaking, and <b>identify and use</b> strategies to improve expression in conventional language. *</p>	L.6.1a-e
		<p><b>2. Demonstrate</b> command of the conventions of standard English capitalization, punctuation, and spelling when <b>writing</b>.</p> <p>a. <b>Use</b> punctuation (commas, parenthesis, dashes) to <b>set off</b> nonrestrictive/parenthetical elements. *</p> <p>b. <b>Spell</b> correctly.</p>	L.6.2a-b
Knowledge of Language		<p><b>3. Use</b> knowledge of language and its conventions when <b>writing, speaking, reading, or listening</b>.</p> <p>a. <b>Vary</b> sentence patterns for meaning, reader/listener interest, and style. *</p> <p>b. <b>Maintain</b> consistency in style and tone.</p>	L.6.3a-b
Vocabulary Acquisition &		<b>4. Determine or clarify</b> the meaning of unknown and multiple-meaning word and phrases based on grade 6 reading and content, choosing flexibility from a	L.6.4a- d



Vocabulary Acquisition & Use	<p><b>4. Determine or clarify</b> the meaning of unknown and multiple-meaning word and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. <b>Use</b> 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.</li> <li>b. <b>Use</b> common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>c. <b>Consult</b> reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to <b>find</b> the pronunciation of a word or <b>determine or clarify</b> its precise meaning or its part of speech.</li> <li>d. <b>Verify</b> the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	L.6.4a- d
	<p><b>5. Demonstrate</b> understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. <b>Interpret</b> figures of speech (e.g., personification) in context.</li> <li>b. <b>Use</b> the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better <b>understand</b> each of the words.</li> <li>c. <b>Distinguish</b> among the connotations (Associations) of words with similar denotations (definitions) (E.g., stingy, scrimping, economical, unwasteful, thrifty).</li> </ul>	L.6.5a-c
	<p><b>6. Acquire and use</b> accurately grade-appropriate general academic and domain-specific words and phrases; <b>gather</b> vocabulary knowledge when <b>considering</b> a</p>	L.6.6

# 6-8<sup>th</sup> Literacy in History/Social Studies & Science & Technical Subjects Standards

## Strand: Reading History/Social Studies

	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
	Key Ideas & Details	1. <b>Cite</b> specific textual evidence to <b>support</b> analysis of primary and secondary sources.	RH.6-8.1
		2. <b>Determine</b> the central ideas or information of a primary or secondary source; <b>provide</b> an accurate summary of the source distinct from prior knowledge or opinions.	RH.6-8.2
		3. <b>Identify</b> key steps in a texts' description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	RH.6-8.3
	Craft & Structure	4. <b>Determine</b> the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	RH.6-8.4
		5. <b>Describe</b> how a text presents information (e.g., sequentially, comparatively, causally).	RH.6-8.5
		6. <b>Identify</b> aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).	RH.6-8.6
	Integration of Knowledge & Ideas	7. <b>Integrate</b> visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	RH.6-8.7
		8. <b>Distinguish</b> among fact, opinion, and reasoned judgment in a text.	RH.6-8.8
		9. <b>Analyze</b> the relationship between a primary and secondary source on the same topic.	RH.6-8.9
	Range of Reading & Level of Text Complexity	10. By the end of grade 8, <b>read and comprehend</b> history/social studies and science texts in the grades 6-8 text complexity band independently and proficiently.	RH.6-8.10

## Strand: Reading Science/Technical Subjects

	Key Ideas & Details	1. <b>Cite</b> specific textual evidence to support analysis of science and technical texts.	RST.6-8.1
		2. <b>Determine</b> the central ideas or conclusions of a text; <b>provide</b> an accurate summary of the text distinct from prior knowledge or opinions.	RST.6-8.2
		3. <b>Follow</b> precisely a multi-step procedure when <b>carrying out</b> experiments, <b>taking</b> measurements, or <b>performing</b> technical tasks.	RST.6-8.3
	Craft & Structure	4. <b>Determine</b> the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	RST.6-8.4

		5. <b>Analyze</b> the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	RST.6-8.5
		6. <b>Analyze</b> the author’s purpose in <b>providing</b> an explanation, <b>describing</b> a procedure, or <b>discussing</b> an experiment in a text.	RST.6-8.6
Integration of Knowledge and Ideas		7. <b>Integrate</b> qualitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	RST.6-8.7
		8. <b>Distinguish</b> among facts, reasoned judgment based on research findings, and speculation in a text.	RST.6-8.8
		9. <b>Compare and contrast</b> the information gained from experiments, simulations, video, or multimedia sources with that gained from <b>reading</b> a text on the same topic.	RST.6-8.9
Range of Reading & Level of Text Complexity		10. By the end of grade 8, <b>read and comprehend</b> science/technical texts in grades 6-8 text complexity and independently and proficiently.	RI.6-8.10

### Strand: Writing

### History/Social Studies, Science, & Technical Subjects

Text Types & Purposes	1. <b>Write</b> arguments focused on discipline-specific content. <ul style="list-style-type: none"> <li>a. <b>Introduce</b> claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. <b>Support</b> claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. <b>Use</b> words, phrases, and clauses to <b>create</b> cohesion and <b>clarify</b> the relationships among claims(s), counterclaims, reasons, and evidence.</li> <li>d. <b>Establish and maintain</b> a formal style.</li> <li>e. <b>Provide</b> a concluding statement or section that <b>follows from and supports</b> the argument presented.</li> </ul>	W.6-8.1a-e
	2. <b>Write</b> informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> <li>a. <b>Introduce</b> a topic clearly, <b>previewing</b> what is to follow; <b>organize</b> ideas, concepts and information into broader categories as appropriate to achieving purposes; <b>include</b> formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. <b>Develop</b> the topic with relevant, well-chosen, definitions, concrete details, quotations, or other information and examples.</li> <li>c. <b>Use</b> appropriate and varied transitions to <b>create</b> cohesion and <b>clarify</b> the relationships among ideas and concepts.</li> <li>d. <b>Use</b> precise language and domain-specific vocabulary to <b>inform</b> about or explain the topic.</li> <li>e. <b>Establish and maintain</b> a formal style and objective tone.</li> <li>f. <b>Provide</b> a concluding statement or section that <b>follows from and</b></li> </ul>	W.6-8.2a-f

		<p><b>2. Write</b> informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li><b>a. Introduce</b> a topic clearly, <b>previewing</b> what is to follow; <b>organize</b> ideas, concepts and information into broader categories as appropriate to achieving purposes; <b>include</b> formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li><b>b. Develop</b> the topic with relevant, well-chosen, definitions, concrete details, quotations, or other information and examples.</li> <li><b>c. Use</b> appropriate and varied transitions to <b>create</b> cohesion and <b>clarify</b> the relationships among ideas and concepts.</li> <li><b>d. Use</b> precise language and domain-specific vocabulary to <b>inform</b> about or explain the topic.</li> <li><b>e. Establish</b> and <b>maintain</b> a formal style and objective tone.</li> <li><b>f. Provide</b> a concluding statement or section that <b>follows from and supports</b> the information or explanation presented.</li> </ul>	W.6-8.2a-f
		<b>3.</b> N/A as a separate requirement.	W.6-8.3
	Production & Distribution of Writing	<b>4. Produce</b> clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6-8.4
		<b>5.</b> With some guidance and support from peers and adults, <b>develop and strengthen</b> writing as needed by <b>planning, revising, editing, rewriting, or trying</b> a new approach, <b>focusing</b> on how well purpose and audience have been addressed.	W.6-8.5
		<b>6. Use</b> technology, <b>including</b> the internet, to produce, <b>publish</b> writing and <b>present</b> the relationships between information and ideas clearly and	W.6-8.6

## ELA Content Alignment/Cognitive Levels

<b>COLOR CODE KEY</b>  Not Covered <2.5 % <5.0% <7.5% >7.5%  % Percentage of ELA Instructional Time	Common Core Standards					Current State Standards				
	Cognitive Levels					Cognitive Levels				
	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate
	I	II	III	IV	V	I	II	III	IV	V
Phonemic Awareness										
Phonics										
Vocabulary										
Text and Print Feature										
Fluency										
Comprehension										
Critical Reasoning										
Author's Craft										
Writing Process										
Elements of Presentation (Verbal & Written)										
Writing Applications										
Language Study										
Listening & Viewing										
Speaking & Presenting										

\*Table data/info acquired from seconline.org

# Literacy Content Alignment/Cognitive Levels

<b>COLOR CODE KEY</b>  Not Covered <2.5 % <5.0% <7.5% >7.5%  % Percentage of Literacy Instructional Time	Common Core Standards				
	Cognitive Levels				
	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate
	I	II	III	IV	V
Phonemic Awareness					
Phonics					
Vocabulary					
Text and Print Feature					
Fluency					
Comprehension					
Critical Reasoning					
Author's Craft					
Writing Process					
Elements of Presentation (Verbal & Written)					
Writing Applications					
Language Study					
Listening & Viewing					
Speaking & Presenting					

\*Table data/info acquired from seconline.org