



English Language Arts in the Middle School

ISK Humanities integrates English Language Arts and Social Sciences. The English Language Arts program is skills-based focusing on reading, writing, language, and speaking and listening taught within the workshop model. The Social Science program applies ELA skills into Units of Inquiry with both historic and modern lenses. Students in the Humanities program will learn to analyze, reason, communicate and take action to make informed choices and provide solutions for a better world.

English Language Arts Scope and Sequence Gr 6 - 8

RC 1 Reading Literature

RC 1 Reading Literature		
Key Ideas and Details		
Gr 6	Gr 7	Gr 8
RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
RL2 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	RL2 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	RL2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text
RL3 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	RL3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)	RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

RC 1 Reading Literature		
Craft and Structure		
Gr 6	Gr 7	Gr 8
RL4 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	RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama	RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
RL5 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	RL5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	RL5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style
RL6 Explain how an author develops the point of view of the narrator or speaker in a text	RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	RL6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor

RC 1 Reading Literature		
Integration of Knowledge and Ideas		
Gr 6	Gr 7	Gr 8
RL7 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.	RL7 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)	RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors
RL9 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	RL9 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	RL9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new

RC 1 Reading Literature

Range of Reading and Level of Text Complexity

Gr 6	Gr 7	Gr 8
RL10 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	RL10 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	RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently

RC 2 Reading Information Texts

RC 2 Reading Information Texts

Key Ideas and Details

Gr 6	Gr 7	Gr 8
RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RI1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
RI2 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	RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text	RI2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text
RI3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)	RI3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)	RI3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

RC 2 Reading Information Texts

Craft and Structure

Gr 6	Gr 7	Gr 8
RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone	RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts

RI5 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	RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas	RI5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept
RI6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	RI6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others	RI6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints

RC 2 Reading Information Texts		
Integration of Knowledge and Ideas		
Gr 6	Gr 7	Gr 8
RI7 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	RI7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)	RI7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea
RI8 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	RI8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims	RI8 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
RI9 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)	RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

RC 2 Reading Information Texts		
Range of Reading and Level of Text Complexity		
Gr 6	Gr 7	Gr 8
RI 10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range	RI 10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range	RI 10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently

RC 3 Writing

RC 3 Writing		
Text Types and Purposes		
W1 Write arguments to support claims with clear reasons and relevant evidence	W1 Write arguments to support claims with clear reasons and relevant evidence	W1 Write arguments to support claims with clear reasons and relevant evidence
W1a Introduce claim(s) and organize the reasons and evidence clearly	W1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically	W1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
W1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text	W1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text	W1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
W1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons	W1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence	W1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
W1d Establish and maintain a formal style	W1d Establish and maintain a formal style	W1d Establish and maintain a formal style
W1e Provide a concluding statement or section that follows from the argument presented	W1e Provide a concluding statement or section that follows from and supports the argument presented	W1e Provide a concluding statement or section that follows from and supports the argument presented
W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension	W2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension	W2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
W2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and	W2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and	W2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information

examples	examples	and examples
W2c Use appropriate transitions to clarify the relationships among ideas and concepts	W2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	W2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
W2d Use precise language and domain-specific vocabulary to inform about or explain the topic	W2d Use precise language and domain-specific vocabulary to inform about or explain the topic	W2d Use precise language and domain-specific vocabulary to inform about or explain the topic
W2e Establish and maintain a formal style	W2e Establish and maintain a formal style	W2e Establish and maintain a formal style
W2f Provide a concluding statement or section that follows from the information or explanation presented	W2f Provide a concluding statement or section that follows from and supports the information or explanation presented	W2f Provide a concluding statement or section that follows from and supports the information or explanation presented
W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
W3a 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	W3a 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	W3a 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
W3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters	W3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters	W3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
W3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	W3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	W3c 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
W3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	W3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	W3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
W3e Provide a conclusion that follows from the narrated experiences or events	W3e Provide a conclusion that follows from and reflects on the narrated experiences or events	W3e Provide a conclusion that follows from and reflects on the narrated experiences or events

RC 3 Writing

Production and Distribution of Writing

Gr 6	Gr 7	Gr 8
W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (see above for types)	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (see above for types)	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (see above for types)
W5 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	W5 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	W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8)
W6 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	W6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources	W6 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

RC 3 Writing		
Research to Build and Present Knowledge		
Gr 6	Gr 7	Gr 8
W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	W7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
W8 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	W8 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	W8 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
W9 Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research
W9a Apply <i>grade 6 Reading standards</i>	W9a Apply <i>grade 7 Reading standards</i>	W9a Apply <i>grade 8 Reading standards</i>

to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics")	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")	to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new")
W9b Apply <i>grade 6 Reading standards</i> 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")	W9b Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")	W9b Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced")

RC 3 Writing		
Range of Writing		
Gr 6	Gr 7	Gr 8
W10 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	W10 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	W10 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

RC 4 Language Use

RC 4 Language Use		
Conventions of Standard English		
Gr 6	Gr 7	Gr 8
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L1a Ensure that pronouns are in the proper case (subjective, objective, possessive)	L1a Explain the function of phrases and clauses in general and their function in specific sentences	L1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences
L1b Use intensive pronouns (e.g., <i>myself, ourselves</i>)	L1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	L1b Form and use verbs in the active and passive voice

L1c Recognize and correct inappropriate shifts in pronoun number and person	L1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers	L1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
L1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)		L1d Recognize and correct inappropriate shifts in verb voice and mood
L1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L2a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>)	L2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break
L2b Spell correctly	L2b Spell correctly	L2b Use an ellipsis to indicate an omission
		L2c Spell correctly

Knowledge of Language		
Gr 6	Gr 7	Gr 8
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
L3a Vary sentence patterns for meaning, reader/listener interest, and style	L3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	L3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)
L3b Maintain consistency in style and tone		

RC 4 Language Use		
Vocabulary Acquisition and Use		
Gr 6	Gr 7	Gr 8
L4 Determine or clarify the meaning of unknown and multiple-meaning words	L4 Determine or clarify the meaning of unknown and multiple-meaning words	L4 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	and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies	or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies
L4a 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	L4a 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	L4a 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
L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>)	L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>)	L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>)
L4c 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	L4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	L4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
L4d 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)	L4d 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)	L4d 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)
L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
L5a Interpret figures of speech (e.g., personification) in context	L5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context	L5a Interpret figures of speech (e.g. verbal irony, puns) in context
L5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words	L5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words	L5b Use the relationship between particular words to better understand each of the words
L5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>)	L5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>)	L5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>)
L6 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	L6 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	L6 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

RC 5 Speaking and Listening

RC 5 Speaking and Listening		
Comprehension and Collaboration		
Gr 6	Gr 7	Gr 8
SL1 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	SL1 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	SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
SL1a 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.	SL1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	SL1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
SL1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed	SL1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	SL1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
SL1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion	SL1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed	SL1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas
SL1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing	SL1d Acknowledge new information expressed by others and, when warranted, modify their own views	SL1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented
SL2 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	SL2 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	SL2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
SL3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not	SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence	SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced

RC 5 Speaking and Listening

Presentation of Knowledge and Ideas

Gr 6	Gr 7	Gr 8
SL4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation	SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation	SL4 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
SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information	SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	SL5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

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PASSION | CREATIVITY | AMBITION