

Grade 6 Yearlong English Language Arts Map

Resources: Approved from Board of Education

Assessments: PARCC Assessments, Performance Series, District Benchmark Assessments

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly	cite evidence (textual or other) textual evidence
Reading: Literature	Key Ideas and Details	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.6.1 Cite textual evidence to support inferences drawn from the text	cite evidence (textual or other) textual evidence
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL.6.2 Determine a theme or central idea of the text and how a theme or central idea of a text is conveyed through particular details	theme
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL.6.2 Provide a summary of the text distinct from personal opinions or judgments	

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Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes	episode
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RL.6.3 Describe how the characters in a particular story or drama respond or change as the plot moves towards a resolution	resolution
Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	RL.6.4 Analyze the impact of a specific word choice on meaning and tone	connotative figurative meaning tone
Reading: Literature	Craft and Structure	R.CCR.5 Analyze 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.	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text	
Reading: Literature	Craft and Structure	R.CCR.5 Analyze 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.	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot	theme

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Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text	speaker
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	RL.6.7 Compare and contrast what they “see” and “hear” when reading a story, drama, or poem to what they perceive when listening to or viewing that same text as an audio, video, or live version	
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.6.9	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.	RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics	theme
Reading: Literature	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Key Ideas and Details	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly	cite textual evidence
Reading: Informational Text	Key Ideas and Details	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 Cite textual evidence to support inferences drawn from the text	cite inference textual evidence
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details	central idea
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2 Provide a summary of the text distinct from personal opinions or judgments	
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI.6.3 Analyze in detail how a key individual, event, or idea is elaborated in a text	

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Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.4 Determine the figurative meaning of words and phrases as they are used in a text	
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.4 Determine the connotative meaning of words and phrases as they are used in a text	connotative
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.4 Determine the technical meaning of words and phrases as they are used in a text	technical meaning
Reading: Informational Text	Craft and Structure	R.CCR.5 Analyze 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.	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text	structure

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Reading: Informational Text	Craft and Structure	R.CCR.5 Analyze 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.	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas	
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.6.6 Determine an author's point of view or purpose in a text	point of view purpose
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.6.6 Explain how an author's point of view or purpose is conveyed in the text	point of view purpose
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue	quantitatively
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI.6.9 Compare and contrast one author's presentation of events with that of another	

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Reading: Informational Text	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	W.6.1 Write arguments to support claims with clear reasons and relevant evidence	argument claim
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	W.6.1a Introduce claims clearly	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	W.6.1a Organize the reasons and evidence clearly	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.6.1b Support claim(s) with clear reasons and relevant evidence to demonstrate an understanding of the topic or text	

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Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.6.1b Support claim(s) with credible sources to demonstrate an understanding of the topic or text	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	W.6.1c Clarify the relationships among claim(s) and reasons by using words, phrases, and clauses	clause
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1d	Establish and maintain a formal style.	W.6.1d Establish and maintain a formal style	style
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1e	Provide a concluding statement or section that follows from the argument presented.	W.6.1e Write a concluding statement or section that follows from the argument presented	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	

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Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2a	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.	W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.	multimedia formatting graphic
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	W.6.2c Write with appropriate transitions to clarify the relationships among ideas and concepts	transition

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Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.6.2d Write with precise language and domain-specific vocabulary to inform about or explain the topic	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2e	Establish and maintain a formal style.	W.6.2e Establish and maintain a formal style	style
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	W.6.2f Write a concluding statement or section that follows from the information or explanation presented	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	

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Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3a	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.	W.6.3a Establish a context and introduce a narrator and/or characters to engage and orient the reader; organize an event sequence that unfolds naturally and logically	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	W.6.3b Develop experiences, events, and/or characters by using narrative techniques, such as dialogue, pacing, and description	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	W.6.3c Convey sequence and signal shifts from one time frame or setting to another by using a variety of transition words, phrases, and clauses	clause transition
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	W.6.3d Convey experience and events by using precise words and phrases, relevant descriptive details, and sensory language	sensory details/ language
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	W.6.3e Write a conclusion that follows from the narrated experiences or events	conclusion

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Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	style purpose
Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach, with guidance and support from peer and adult	
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	W.6.6 Produce, publish, interact, and collaborate with others using technology, including the internet	
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	W.6.6 Type a minimum of three pages in a single sitting to demonstrate sufficient command of keyboarding skills	

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Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	
Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source	
Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	W.6.8 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information	bibliography paraphrase plagiarism quote/quotation
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	

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Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.9a	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”).	W.6.9a Apply grade 6 Reading standards to literature	theme
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	W.6.9b Apply grade 6 Reading standards to literary nonfiction	
Writing	Range of Writing	W.CCR.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 tasks, purposes, and audiences.	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences	purpose
Writing	Range of Writing	W.CCR.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 tasks, purposes, and audiences.	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.6.10 Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	purpose

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts and issues, building on other's ideas and expressing their own clearly	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1a	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.	SL.6.1a Prepare for discussions, having read or studied required material	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1a	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.	SL.6.1a Draw explicitly on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1b Follow rules for collegial discussions	

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1b Set specific goals and deadlines	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1b Define individual roles as needed	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.1d Review the key ideas expressed and distinguish multiple perspectives through reflection and paraphrasing	perspective
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.6.2 Interpret information presented in diverse media and formats	quantitatively

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.6.2 Explain how the information in diverse media and formats contributes to a topic, text, or issue under study	quantitatively
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.6.3 Delineate a speaker's argument and specific claims	claim
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.6.3 Distinguish claims that are supported by reasons and evidence from claims that are not	claim
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 Present 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.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	findings theme
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 Present 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.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.6.4 Maintain appropriate eye contact, adequate volume, and clear pronunciation	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information	SL.6.5 Include multimedia components and visual displays in presentations to clarify information	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1 Write or speak with command of the conventions of standard English grammar and usage	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	L.6.1a Write or speak with pronouns in the proper case	objective pronoun possessive pronoun subjective pronoun
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1b	Use intensive pronouns (e.g., myself, ourselves).	L.6.1b Write or speak with intensive pronouns	intensive pronoun
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*	L.6.1c Recognize and correct inappropriate shifts in pronoun number and person	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	L.6.1d Recognize and correct vague pronouns	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	L.6.1e Recognize variations from standard English in their own and others' writing and speaking	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	L.6.1e Identify and apply strategies to improve expression in conventional language	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.6.2 Write with command of the conventions of standard English capitalization, punctuation, and spelling	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	L.6.2a Punctuate to set off nonrestrictive/parenthetical elements	nonrestrictive/parenthetical element
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.6.2b	Spell correctly.	L.6.2b Spell correctly	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Knowledge of Language	L.CCR.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.	L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, and listening.	L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, and listening	conventions
Language	Knowledge of Language	L.CCR.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.	L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*	L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style	style
Language	Knowledge of Language	L.CCR.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.	L.6.3b	Maintain consistency in style and tone.*	L.6.3b Maintain consistency in style and tone	style tone
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	L.6.4 Explain 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	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.6.4a	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.	L.6.4a Apply context as a clue to the meaning of a word or phrase	context
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	L.6.4b Apply common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	affix root
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.6.4c	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.	L.6.4c Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	part of speech
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.6.4d	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).	L.6.4d Verify the preliminary determination of the meaning of a word or phrase	verify

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.6.5 Interpret figurative language, word relationships, and nuances in word meaning	figurative language
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.6.5a	Interpret figures of speech (e.g., personification) in context.	L.6.5a Interpret figures of speech in context	figures of speech
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	L.6.5b Apply knowledge of the relationship between particular words to better understand each of the words	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions)	connotation denotation
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 Acquire 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.6.6 Acquire and accurately apply grade-appropriate general academic and domain-specific words and phrases	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 Acquire 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.6.6 Acquire vocabulary knowledge by identifying words and phrases important to comprehension or expression	

Grade 7 Yearlong English Language Arts Map

Resources: Approved from Board of Education

Assessments: PARCC Assessments, Performance Series, District Benchmark Assessments

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.7.1 Cite several pieces of textual evidence to support analysis	cite evidence (textual or other) textual evidence
Reading: Literature	Key Ideas and Details	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.7.1 Cite several pieces of textual evidence to support inferences drawn from the text	cite evidence (textual or other) textual evidence
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.7.2 Determine a theme or central idea of a text and analyze its development over the course of a text	
	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.7.2 Provide an objective summary of the text	objective summary

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RL.7.3 Analyze how particular elements of a story or drama interact	
Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.E15	RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	alliteration
Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RL.7.4 Analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or a specific section of a story or drama	alliteration repetition
Reading: Literature	Craft and Structure	R.CCR.5 Analyze 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.	RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RL.7.5 Analyze how a drama's form or structure contributes to its meaning	soliloquy

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Craft and Structure	R.CCR.5 Analyze 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.	RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RL.7.5 Analyze how a poem's form or structure contributes to its meaning	sonnet
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.7.7	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.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version to analyze the effects of techniques unique to each medium	
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history	fictional portrayal historical account

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	
Reading: Informational Text	Key Ideas and Details	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly	cite explicit textual evidence
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text	central idea
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	RI.7.3 Analyze the interactions between individuals, events, and ideas in a text	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.7.4 Determine figurative meaning of words and phrases as they are used in a text	figurative meaning
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.7.4 Determine connotative meaning of words and phrases as they are used in a text	connotative
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.7.4 Determine technical meaning of words and phrases as they are used in a text	technical meaning
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.7.4 Analyze the impact of word choice on meaning and tone	tone

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Craft and Structure	R.CCR.5 Analyze 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.	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas	
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	RI.7.6 Determine author's point of view or purpose in a text	purpose
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	RI.7.6 Analyze how the author distinguishes his or her position from that of others	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject	medium multimedia
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims	argument claim reasoning

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	interpretation
Reading: Informational Text	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.7.1	Write arguments to support claims with clear reasons and relevant evidence.	W.7.1 Write arguments to support claims with clear reasons and relevant evidence	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W.7.1a Introduce claims and acknowledge alternate or opposing claims	opposing claim
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W.7.1a Organize the reasons and evidence logically	opposing claim

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text	reasoning
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	W.7.1c Write words, phrases, and clauses to create cohesion and to clarify relationships among claim(s), reasons, and evidence	clause
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.7.1d	Establish and maintain a formal style.	W.7.1d Establish and maintain a formal style	style
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.	W.7.1e Write a concluding statement or section that follows from and supports the argument presented	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2a	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.	W.7.2a 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, graphics, and multimedia when useful to aiding comprehension.	formatting
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	W.7.2c Write with appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	transition

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.7.2d Write with precise language and domain-specific vocabulary to inform about or explain the topic	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2e	Establish and maintain a formal style.	W.7.2e Establish and maintain a formal style	style
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	W.7.2f Write a concluding statement or section that follows from and supports the information or explanation presented	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3a	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.	W.7.3a Establish a context and point of view and introduce a narrator and/or characters to engage and orient the reader; organize an event sequence that unfolds naturally and logically	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	W.7.3b Develop experiences, events, and/or characters using narrative techniques, such as dialogue, pacing, and description	dialogue
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	W.7.3c Convey sequence and signal shifts from one time frame or setting to another using a variety of transitions	clause transition
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	W.7.3d Write precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	
Writing	Production and Distribution of Writing	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	W.7.3e Write a conclusion that follows from and reflects on the narrated experiences or events	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	purpose style
Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	W.7.5 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, with some guidance and support from peers and adults	purpose
Writing	Research to Build and Present Knowledge	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	W.7.6 Produce, publish, interact, and collaborate with others using technology, including the internet	
Writing	Research to Build and Present Knowledge	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	W.7.6 Link to and cite sources using technology, including the internet	cite

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W.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	
Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source	accuracy
Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.7.8 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	citation plagiarism
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.7.9a	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”).	W.7.9a Apply grade 7 Reading standards to literature	
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.7.9b	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	W.7.9b Apply grade 7 Reading standards to literary nonfiction	reasoning
Writing	Range of Writing	W.CCR.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 tasks, purposes, and audiences.	W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	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.	SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, and build on others’ ideas and express their own ideas clearly	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1a	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.	SL.7.1a Prepare for discussions, having read or researched material under study	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1a	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.	SL.7.1a Draw explicitly on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	SL.7.1b Follow rules for collegial discussions	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	SL.7.1b Track progress toward specific goals and deadlines	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	SL.7.1b Define individual roles as needed.	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1c	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.	SL.7.1c Pose questions that elicit elaboration	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1c	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.	SL.7.1c Respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.	SL.7.1d Acknowledge new information expressed by others	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.	SL.7.1d Modify their own views when warranted	warranted
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats	quantitatively
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.7.2 Explain how the ideas clarify a topic, text, or issue under study	quantitatively
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.7.3 Delineate a speaker's argument and specific claims	argument
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.7.3 Evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence	reasoning relevance

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 Present 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.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples	findings
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 Present 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.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.7.4 Maintain appropriate eye contact, adequate volume, and clear pronunciation.	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	
Speaking and Listening	Conventions of Standard English	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	convention

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.	clause
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	L.7.1c Place phrases and clauses within a sentence	clause
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	L.7.1c Recognize and correct misplaced and dangling modifiers	dangling modifier misplaced modifier
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.7.2 Write with command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Language	Conventions of Standard English		L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	L.7.2a Separate coordinate adjectives using a comma	
Language	Knowledge of Language	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.7.2b	Spell correctly.	L.7.2b Spell correctly.	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Knowledge of Language	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening	
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	L.7.3a Choose language that expresses ideas precisely and concisely	
Language	Vocabulary Acquisition and Use	L.CCR.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.	L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	L.7.3a Recognize and eliminate wordiness and redundancy	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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.	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	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use		L.7.4a	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.	L.7.4a Determine meaning using context clues	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	L.7.4b Determine meaning using Greek or Latin roots	affix root
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L.7.4c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	part of speech
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.7.4d	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).	L.7.4d Verify the preliminary determination of the meaning of a word or phrase	verify

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	figurative language
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	L.7.5a Interpret figures of speech in context	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	L.7.5b Determine relationships between particular words to better understand them.	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	L.7.5c Distinguish among the connotations of words with similar denotations	connotation denotation

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 Acquire 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (content specific vocab building and study)	
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 Acquire 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.7.6 Apply vocabulary knowledge when considering a word or phrase important to comprehension or expression. (context clues, accessing prior knowledge)	

Grade 8 Yearlong English Language Arts Map

Resources: Approved from Board of Education

Assessments: PARCC Assessments, Performance Series, District Benchmark Assessments

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly	cite textual evidence
Reading: Literature	Key Ideas and Details	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.8.1 Cite the textual evidence that most strongly supports inferences drawn from the text	cite textual evidence
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of a text, including its relationship to the characters, setting, and plot	
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RL.8.2 Provide an objective summary of the text	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action	propel
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama reveal aspects of a character	
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama provoke a decision	
Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	
Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RL.8.4 Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	allusion analogy tone

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Craft and Structure	R.CCR.5 Analyze 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.	RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RL.8.5 Compare and contrast the structure of two or more texts	
Reading: Literature	Craft and Structure	R.CCR.5 Analyze 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.	RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RL.8.5 Analyze how the differing structure of each text contributes to its meaning and style	style
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor	dramatic irony suspense
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.8.7	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.	RL.8.7 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.	
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new	fictional portrayal

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently	
Reading: Informational Text	Key Ideas and Details	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly	cite evidence (textual or other) textual evidence
Reading: Informational Text	Key Ideas and Details	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1 Cite the textual evidence that most strongly supports inferences drawn from the text	cite evidence (textual or other) textual evidence
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas	
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	RI.8.2 Provide an objective summary	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas or events	
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings	connotative figurative meaning technical meaning
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RI.8.4 Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	analogy tone
Reading: Informational Text	Craft and Structure	R.CCR.5 Analyze 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.	RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept	
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	RI.8.6 Determine an author's point of view or purpose in a text	purpose

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Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	RI.8.6 Analyze how the author acknowledges and responds to conflicting evidence or viewpoints	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	medium
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI.8.8 Delineate and evaluate the argument and specific claims in a text	argument claim
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI.8.8 Assess whether the reasoning is sound and the evidence is relevant and sufficient, recognizing when irrelevant evidence is introduced	evidence (textual or other) reasoning
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	interpretation

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	W.8.1 Write arguments to support claims with clear reasons and relevant evidence	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	W.8.1a Organize the reasons and evidence logically	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text	reasoning
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	W.8.1c Write words, phrases, and clauses to create cohesion and to clarify relationships among claim(s), counterclaims, reasons, and evidence	clause cohesion

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.8.1d	Establish and maintain a formal style.	W.8.1d Establish and maintain a formal style	style
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.	W.8.1e Write a concluding statement or section that follows from and supports the argument presented	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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.	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	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.8.2a	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.	W.8.2a 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	formatting
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples	

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Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	W.8.2c Write with appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.8.2d Write with precise language and domain-specific vocabulary to inform about or explain the topic	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.8.2e	Establish and maintain a formal style.	W.8.2e Establish and maintain a formal style	style
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	W.8.2f Write a concluding statement or section that follows from and supports the information or explanation presented	

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Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.8.3a	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.	W.8.3a Establish a context and point of view and introduce a narrator and/or characters to engage and orient the reader; organize an event sequence that unfolds naturally and logically	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	W.8.3b Develop experiences, events, and/or characters by using narrative techniques, such as dialogue, pacing, description, and reflection	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.8.3c	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.	W.8.3c Convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events using a variety of transition words, phrases, and clauses	clause
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	W.8.3d Write precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	W.8.3e Write a conclusion that follows from and reflects on the narrated experiences or events	
Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.8.4 Produce clear coherent written work in which the development, organization, and style are appropriate to the task, purpose, and audience	purpose style
Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.	W8.5 Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach or focus, with some guidance and support from peers and adults	purpose
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	W.8.6 Produce, publish, interact, collaborate, and present the relationships between information and ideas efficiently using technology, including the Internet	

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Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration	
Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source	accuracy
Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.8.8. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format	citation plagiarism
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.8.9a	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	W.8.9a Apply grade 8 Reading standards to written analysis of literature	
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.8.9b	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”).	W.8.9b Apply grade 8 Reading standards to written analysis of literary nonfiction	reasoning
Writing	Range of Writing	W.CCR.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 tasks, purposes, and audiences.	W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	SL.8.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.8.1a	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.	SL.8.1a Prepare for discussions by having read or researched material under study	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.8.1a	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.	SL.8.1a Draw explicitly on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL.8.1b Follow rules for collegial discussions and decision-making	
	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL.8.1b Track progress toward specific goals and deadlines	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL.8.1b Define individual roles as needed	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SL.8.1c Pose questions that connect the ideas of several speakers	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SL.8.1c Respond to others' questions and comments with relevant evidence, observations, and ideas	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	SL.8.1d Acknowledge new information expressed by others	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	SL.8.1d Qualify or justify their own views in light of the evidence presented when warranted	justify qualify warranted
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SL.8.2 Analyze the purpose of information presented in diverse media and formats	purpose quantitatively
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SL.8.2 Evaluate the motives behind its presentation	purpose quantitatively
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SL.8.3 Delineate a speaker's argument and specific claims	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SL.8.3 Evaluate the soundness of the reasoning and relevance and sufficiency of the evidence	reasoning relevance
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SL.8.3 Identify when irrelevant evidence is introduced	irrelevant
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 Present 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.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.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details	findings reasoning
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 Present 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.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.8.4 Maintain appropriate eye contact, adequate volume, and clear pronunciation	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.1 Write or speak with the conventions of standard English grammar and usage when writing or speaking	convention
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences	gerund infinitive participle verbal
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.1b	Form and use verbs in the active and passive voice.	L.8.1b Write or speak with verbs in the active and passive voice	active voice passive voice

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	L.8.1c Write or speak with verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood	conditional mood imperative mood indicative mood interrogative mood subjunctive mood
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*	L.8.1d Recognize and correct inappropriate shifts in verb voice and mood	mood
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.8.2 Write with the conventions of standard English capitalization, punctuation, and spelling when writing	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break	ellipsis
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.8.2b	Use an ellipsis to indicate an omission.	L.8.2b Use an ellipsis to indicate an omission	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.8.2c	Spell correctly.	L.8.2c Spell correctly	
Language	Knowledge of Language	L.CCR.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.	L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.8.3 Apply knowledge of language and its conventions when writing, speaking, reading, or listening	
Language	Knowledge of Language	L.CCR.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.	L.8.3a	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).	L.8.3a Apply verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects	subjective mood
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.8.4a	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.	L.8.4a Use context as a clue to the meaning of a word or phrase	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	affix root
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L.8.4c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.8.4d	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).	L.8.4d Verify the preliminary determination of the meaning of a word or phrase	verify

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.	L.8.5a Interpret figures of speech in context	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.8.5b	Use the relationship between particular words to better understand each of the words.	L.8.5b Analyze the relationship between particular words to better understand each of the words	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions)	
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 Acquire 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.8.6 Acquire and accurately apply grade-appropriate general academic words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.6-12.6 Acquire 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.8.6 Acquire and accurately apply grade-appropriate domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression	