



West Virginia

# College & Career Readiness Standards

## Support for College- and Career-Readiness Standards

**ENGLISH LANGUAGE ARTS GRADES 6-8**



*Office of Special Education  
Division of Teaching & Learning  
West Virginia Department of Education  
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# Introduction

*Support for College- and Career-Readiness Standards: English Language Arts 6-8* is a companion document to the *West Virginia College- and Career-Readiness Standards*.

This document prepares students for study of the grade-level standards through the teaching of prerequisite and enabling skills necessary for mastering each standard. **This allows students to work toward grade-level and course content standards while working at individual ability levels.** By identifying the prerequisites and enabling skills for each standard, teachers may plan instruction **to address the achievement gap.**

*Support for College- and Career-Readiness Standards: English Language Arts 6-8* intends to provide short-term objectives to help students reach grade-level standards. Educators are encouraged to use the support document to:

- Write annual Individualized Education Program (IEP) goals
- Design targeted interventions
- Write learner objectives
- Develop lesson plans
- Plan for instructional grouping
- Plan for parent communication and conferences
- Prepare students for mastery of state standards

This document helps educators recognize what students are able to do in relation to the grade-level standards in order to help them move toward explicit success criteria.

Educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local education agencies (LEAs) may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

# Navigating the Document

The West Virginia College-and Career-Readiness Standards (WV CCRS) will be listed by domain on the left- hand side of each page. The right-hand column labeled “*Can this student...?*” lists suggested supports, or steps, that a student might need to accomplish prior to mastering the grade-level standard.

The bullet at the top of this list is generally the skill closest to the grade-level standard. If a student is unprepared to demonstrate the skill at the top of the list, the teacher should continue to move down the list of suggestions until he or she identifies what that student is able to do. The bulleted list can be thought of as a ladder; starting at the bottom, educators help the student step up each rung until they are ready to demonstrate mastery of the grade-level standard. It is important to remember the pre-requisite skills are **not meant to replace** the grade-level standard nor are they a “break-down” of the standard itself.

For example, if a student has not yet mastered WV CCRS ELA 6.1, “*Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text,*” the teacher should look to the first bullet listed to the right under “*Can this student...?*” The teacher would ask “*Can this student quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text?*” If not, move to the next bullet: “*Can this student analyze a text and locate specific details?*” Continue down the list until the teacher finds an appropriate starting point for instruction.

Cluster	Key Ideas and Details	Can this student...?
ELA.6.1	Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</li> <li>• Analyze a text and locate specific details</li> <li>• Define inference and textual evidence</li> <li>• Read a grade-level text and answer basic comprehension questions</li> </ul>

\*Note for educators writing IEP goals:

*Goals should address student’s unique needs across the content areas and should link to the West Virginia College- and Career-Readiness Standards so that a student has the foundation or precursor skills and strategies needed to access and progress in the general education curriculum. Keep in mind that the standards themselves are generally not stated in measurable terms and cannot be substituted for individually developed goals. Rather, the annual goal should focus on what is needed for the student to learn and attain the grade-level standard.*

# Numbering of ELA Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

<b>Reading</b>	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
<b>Writing</b>	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
<b>Speaking &amp; Listening</b>	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
<b>Language</b>	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

# Support for English Language Arts Standards

## Grade 6

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in sixth grade will continue enhancing skills through a developmentally-appropriate progression of standards. Following the skill progressions from fifth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in sixth grade:

Reading	Writing
<ul style="list-style-type: none"><li>• Gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts.</li><li>• Evaluate the argument and specific claims in written materials or a speech, and distinguish claims that are supported by reasons and evidence from claims that are not.</li></ul>	<ul style="list-style-type: none"><li>• Write brief reports and arguments that examine a topic, have a clear focus, and include relevant facts, details, and quotations.</li><li>• Conduct short research projects to answer a question; draw on several sources and sharpen the focus based on the research findings.</li><li>• Write narratives with logical sequences of events.</li></ul>
Speaking/Listening	Language
<ul style="list-style-type: none"><li>• Present claims and findings to others orally; sequence ideas logically and accentuate main ideas or themes.</li><li>• Review and paraphrase key ideas and multiple perspectives of a speaker.</li></ul>	<ul style="list-style-type: none"><li>• Determine the correct meaning of a word based on the context in which it is used (e.g., the rest of the sentence or paragraph; a word's position or function in a sentence).</li></ul>

### Grades 6-8 Specifications

In grades 6-8, students should be exposed to texts that fall in the 926-1185 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 8) and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.

## Reading

Cluster	Key Ideas and Details	Can this student...?
ELA.6.1	Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</li> <li>Analyze a text and locate specific details</li> <li>Define inference and textual evidence</li> <li>Read a grade-level text and answer basic comprehension questions</li> </ul>
ELA.6.2	Determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>Locate specific details in a text that support the theme (setting, characters, conflict)</li> <li>Summarize a literary text sequentially</li> <li>Differentiate between text details and reader's personal opinion</li> <li>Define <i>theme</i> and <i>summary</i></li> </ul>
ELA.6.3	Describe how a particular story's or drama's plot unfolds in a series of events and how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none"> <li>Describe characters, settings, or events in a story or drama, drawing on specific details in the text</li> <li>Identify characters, settings, and sequence of events in a text</li> </ul>
ELA.6.4	Cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Identify inferential examples</li> <li>Identify explicit examples</li> <li>Analyze/summarize information in a text</li> <li>Define textual evidence (inferential and explicit)</li> </ul>
ELA.6.5	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>Explain how central ideas are supported by key details</li> <li>Summarize text objectively Understand central idea</li> </ul>
ELA.6.6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in an informational text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> <li>Explain the development of key details in the text</li> <li>Summarize what happened in a text based on events, procedures, ideas, or concepts</li> </ul>

<b>Cluster</b>	<b>Craft and Structure</b>	<b>Can this student...?</b>
ELA.6.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> <li>• Compare figurative word choice with its literal meaning</li> <li>• Identify similes and metaphors within a text</li> <li>• Identify literal and nonliteral meanings of terms in a text</li> <li>• Determine and interpret the meaning of unfamiliar words using context clues</li> <li>• Define figurative language, connotation, denotation, and tone</li> </ul>
ELA.6.8	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a literary text and contributes to the development of the theme, setting, or plot.	<ul style="list-style-type: none"> <li>• Describe how sentences, chapters, scenes, or stanzas contribute to the overall text</li> <li>• Determine the theme, setting, and plot of a text</li> <li>• Determine sequence of events in a text</li> <li>• Define stanza, theme, setting, and plot</li> </ul>
ELA.6.9	Explain how an author develops the point of view of the narrator or speaker in a literary text.	<ul style="list-style-type: none"> <li>• Identify the narrator's point of view and how it affects the events in the text</li> <li>• Describe the difference between first- and third-person narrations</li> <li>• Define point of view</li> </ul>
ELA.6.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> <li>• Interpret the meaning of unfamiliar words using context clues</li> <li>• Identify literal and nonliteral meanings of terms in a text</li> </ul>
ELA.6.11	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas.	<ul style="list-style-type: none"> <li>• Demonstrate understanding of text structures</li> <li>• Determine sequence of events in a text</li> <li>• List and recognize transition words that could be used in a text</li> </ul>
ELA.6.12	Determine an author's point of view or purpose in an informational text and explain how it is communicated in the text.	<ul style="list-style-type: none"> <li>• Determine the author's purpose (inform, persuade, entertain)</li> <li>• Identify the author's point of view and how it affects the events in the text</li> <li>• Define point of view</li> </ul>

<b>Cluster</b>	<b>Integration of Knowledge and Ideas</b>	<b>Can this student...?</b>
ELA.6.13	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 literary text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.	<ul style="list-style-type: none"> <li>• Compare/contrast information from videos or illustrations to text</li> <li>• Compare/contrast information from an audio recording to text</li> <li>• Define <i>compare</i> and <i>contrast</i></li> </ul>
ELA.6.14	Compare and contrast literary texts in different forms or genres (e.g., stories, poems, historical novels, and fantasy stories) in terms of their approaches to similar themes and topics.	<ul style="list-style-type: none"> <li>• Identify common themes in specific genres</li> <li>• Categorize texts by appropriate genre</li> <li>• Define <i>genre</i>, <i>compare</i>, and <i>contrast</i></li> </ul>
ELA.6.15	Integrate information presented in different media or formats (e.g., visually and/or quantitatively) and in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> <li>• Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question or to solve a problem</li> <li>• Apply use of digital informational sources to answer questions</li> <li>• Use diagrams, charts, and other specific images to gain information from a text</li> </ul>
ELA.6.16	Trace and evaluate the argument and specific claims in an informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>• Differentiate between claims supported by evidence and those that are not</li> <li>• Identify claims in text that are supported by evidence</li> <li>• Differentiate between fact and opinion</li> <li>• Define argument and claims</li> </ul>
ELA.6.17	Compare and contrast two authors’ presentations of events (e.g., a memoir written by and a biography on the same person) in informational text.	<ul style="list-style-type: none"> <li>• Analyze multiple accounts of the same event or topic</li> </ul>

<b>Cluster</b>	<b>Range of Reading and Text Complexity</b>	<b>Can this student...?</b>
ELA.6.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>• Read and comprehend literature in the grades 4-5 text complexity band proficiently, with scaffolding as needed</li> <li>• Read and comprehend literature in the grades 2-3 text complexity band proficiently, with scaffolding as needed</li> <li>• Demonstrate an increased interest in grade-level appropriate texts</li> <li>• Demonstrate progression toward grade-level appropriate texts and vocabulary</li> </ul>

ELA.6.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>• Read and comprehend nonfiction in the grades 4-5 text complexity band proficiently, with scaffolding as needed</li> <li>• Read and comprehend nonfiction in the grades 2-3 text complexity band proficiently, with scaffolding as needed</li> <li>• Demonstrate an increased interest in grade-level appropriate texts</li> <li>• Demonstrate progression toward grade-level appropriate texts and vocabulary</li> </ul>
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## Writing

<b>Cluster</b>	<b>Text Types and Purposes</b>	<b>Can this student...?</b>
ELA.6.20	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>• Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>• Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use graphic organizers to organize claims and evidence</li> <li>• Communicate opinion and reasons through written language</li> </ul>

<p>ELA.6.21</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>• 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 or tables), and multimedia when useful to aid comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop claims and evidence</li> <li>• Identify characteristics of an informative/explanatory text</li> <li>• Understand relevant domain specific vocabulary</li> </ul>
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ELA.6.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations</li> <li>Use concrete words and phrases and sensory details to convey events precisely</li> <li>Identify the characteristics of a narrative</li> <li>Identify direct and indirect quotations</li> <li>Identify the elements of plot (e.g., exposition, rising action, climax, falling action, resolution)</li> </ul>
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<b>Cluster</b>	<b>Production and Distribution of Writing</b>	<b>Can this student...?</b>
ELA.6.23	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 Text Types and Purposes.)	<ul style="list-style-type: none"> <li>Produce, with guidance, writing that is clear and understandable to the audience</li> <li>Produce writing that follows the basic writing conventions (e.g., paragraphing, topic sentences, concluding sentences)</li> </ul>
ELA.6.24	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. (Editing for conventions should demonstrate command of Language standards up to and including grade 6.)	<ul style="list-style-type: none"> <li>Use the writing process (i.e., pre-writing, editing, and rewriting strategies)</li> <li>Identify author's purpose and intended audience</li> <li>Organize sentences into a paragraph to address a topic or tell a story</li> <li>Use a variety of sentence types</li> </ul>
ELA.6.25	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 efficiently and accurately.	<ul style="list-style-type: none"> <li>Produce grade level writing using appropriate word processing and formatting strategies</li> <li>Use keyboarding to produce writing</li> </ul>

<b>Cluster</b>	<b>Research to Build and Present Knowledge</b>	<b>Can this student...?</b>
ELA.6.26	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> <li>• Present findings clearly and concisely</li> <li>• Take notes and organize information</li> <li>• Identify possible sources which could be used for research</li> </ul>
ELA.6.27	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.	<ul style="list-style-type: none"> <li>• Organize evidence and bibliographic information</li> <li>• Contrast direct and indirect quotations in a text</li> <li>• Contrast valid, reliable sources, and non-reliable sources</li> <li>• Define and understand terms such as paraphrase, plagiarism, and bibliographic information</li> </ul>
ELA.6.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>• Apply <i>grade 6 Reading standards</i> to literature (e.g., “compare and contrast texts in different forms or genres [e.g., stories, poems, historical novels, and fantasy stories] in terms of their approaches to similar themes and topics”).</li> <li>• Apply <i>grade 6 Reading standards</i> to nonfiction and other informational texts (e.g., “trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on past experiences or recall information from texts</li> </ul>

<b>Cluster</b>	<b>Range of Writing</b>	<b>Can this student...?</b>
ELA.6.29	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.	<ul style="list-style-type: none"> <li>• Produce pieces of writing in varying modes throughout the year, including short pieces and long pieces</li> <li>• Write using varied sentence structure and appropriate transition words</li> <li>• Write complete sentences using correct capitalization, punctuation, spelling, and grammar</li> </ul>

## Speaking & Listening

Cluster	Comprehension and Collaboration	Can this student...?
ELA.6.30	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow rules for shared discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>• Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate questions and express opinions after reading the required material but before bringing them to the discussion group</li> <li>• Understand rules for discussions and individual roles</li> </ul>
ELA.6.31	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> <li>• Summarize key ideas or details from a text read aloud or information presented orally or through other media</li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media</li> <li>• Identify key concepts from texts</li> </ul>
ELA.6.32	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> <li>• Identify speaker's reasons and evidence that are used to support specific claims</li> <li>• Identify the speaker's point of view and how it affects the argument and claims</li> <li>• Define claims and evidence</li> </ul>

<b>Cluster</b>	<b>Presentation of Knowledge and Ideas</b>	<b>Can this student...?</b>
ELA.6.33	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.	<ul style="list-style-type: none"> <li>Recall or read a story and retell it orally, paying careful attention to sequence and staying on topic</li> <li>Determine sequence of events</li> </ul>
ELA.6.34	Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> <li>Present ideas using multimedia components (i.e., graphics, images, music, and/or sounds)</li> </ul>
ELA.6.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards for specific expectations.)	<ul style="list-style-type: none"> <li>Differentiate between situations that call for formal English and situations where informal discourse is appropriate</li> <li>Speak in complete sentences when addressing an audience</li> <li>Describe characteristics of formal language and informal language</li> </ul>

## Language

<b>Cluster</b>	<b>Conventions of Standard English</b>	<b>Can this student...?</b>
ELA.6.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, or possessive).</li> <li>Use intensive pronouns (e.g., <i>myself</i> or <i>ourselves</i>).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from Standard English in one's own and others' writing and speaking; identify and use strategies to improve expression in conventional language.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and avoid fragments and run-ons</li> <li>Identify the parts of speech (noun, verb, pronoun, adverb, adjective, preposition, conjunction, interjection)</li> </ul>

ELA.6.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>Use punctuation (commas, parentheses, or dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules, meaningful word parts) in writing words</li> <li>Recognize correct usage of parts of speech (noun, verb, pronoun, adverb, adjective, preposition, conjunction, interjection)</li> </ul>
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Cluster	Knowledge of Language	Can this student...?
ELA.6.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>Maintain consistency in style and tone.</li> </ul>	<ul style="list-style-type: none"> <li>Identify compound, complex, and compound-complex sentences</li> <li>Identify differences in style and tone</li> <li>Define <i>style</i> and <i>tone</i></li> <li>Write a complete sentence</li> </ul>

Cluster	Vocabulary Acquisition and Use	Can this student...?
ELA.6.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>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.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, and <i>audible</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the literal meaning (denotation) and inferred meaning (connotation) of words in a text</li> <li>Determine and interpret the meaning of unfamiliar words using context clues</li> <li>Appropriately use reference materials</li> <li>Explain how prefixes and suffixes change the meaning of words/Identify prefixes and suffixes of words</li> <li>Define denotation, connotation, inference, affixes, and roots</li> </ul>

ELA.6.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., personification) in context.</li> <li>• Use the relationship between particular words (e.g., cause/effect, part/whole, or item/category) to better understand each of the words.</li> <li>• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>frugal</i>, and <i>thrifty</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate figurative language to enhance writing</li> <li>• Identify the literal meaning (denotation) and inferred meaning (connotation) of words in a text</li> <li>• Identify figurative language within a text</li> <li>• Define and sort words by category and by one or more key attributes</li> <li>• Define figurative language, connotation, denotation, and nuance</li> </ul>
ELA.6.41	<p>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Understand and respond to academic vocabulary</li> <li>• Use academic vocabulary in class discussions or writing</li> <li>• Understand and respond to domain-specific vocabulary</li> <li>• Define domain-specific vocabulary in and/or out of context</li> </ul>

# Support for English Language Arts Standards

## Grade 7

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in seventh grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from sixth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in seventh grade:

Reading	Writing
<ul style="list-style-type: none"><li>• Cite several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play.</li></ul>	<ul style="list-style-type: none"><li>• Organize and focus writing; include supporting statements and conclusions with evidence and show that evidence is accurate and reliable.</li><li>• Conduct research in response to a specific question by drawing on evidence from several credible literary or informational sources to support an analysis or reflection.</li><li>• Avoid plagiarism and follow a standard format for citations (e.g., footnotes or bibliography).</li></ul>
Speaking/Listening	Language
<ul style="list-style-type: none"><li>• Evaluate a speaker’s key points and reasoning; ask questions and state well-supported ideas in discussion.</li><li>• Present claims and findings to others; emphasize main points; make eye contact; speak loudly; pronounce words clearly and use formal English when the situation calls for it.</li></ul>	<ul style="list-style-type: none"><li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to define the meaning of a word (e.g., <i>semi-</i>, <i>semiannual</i>, and <i>semicircle</i>).</li></ul>

### Grades 6-8 Specifications

In grades 6-8, students should be exposed to texts that fall in the 926-1185 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 8) and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.

## Reading

Cluster	Key Ideas and Details	Can this student...?
ELA.7.1	Cite several pieces of textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</li> <li>• Analyze a text and locate specific details</li> <li>• Define inference and textual evidence</li> <li>• Read a grade-level text and answer basic comprehension questions</li> </ul>
ELA.7.2	Determine a theme or central idea of a literary text and analyze its development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>• Locate specific details in a text that support the theme (e.g., setting, characters, conflict)</li> <li>• Summarize a literary text sequentially</li> <li>• Differentiate between text details and reader’s personal opinion</li> <li>• Define <i>theme</i> and <i>summary</i></li> </ul>
ELA.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<ul style="list-style-type: none"> <li>• Describe characters, settings, or events in a story or drama, drawing on specific details in the text</li> <li>• Identify connections between a character’s decisions and the sequence of events</li> <li>• Identify characters, settings, and sequence of events in a text</li> </ul>
ELA.7.4	Cite several pieces of textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Identify examples of inferential evidence</li> <li>• Identify examples of explicit evidence</li> <li>• Summarize information in a text</li> </ul>
ELA.7.5	Determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>• Explain how central ideas are supported by key details</li> <li>• Identify at least one implied and one explicit central idea in a text</li> <li>• Differentiate between text details and reader’s personal opinion</li> <li>• Define central idea (implied and explicit)</li> </ul>

ELA.7.6	Analyze the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<ul style="list-style-type: none"> <li>• Explain the development of key details in the text</li> <li>• Identify connections between an individual's decisions and the sequence of events</li> <li>• Summarize what happened in a text based on events, procedures, ideas, or concepts</li> </ul>
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<b>Cluster</b>	<b>Craft and Structure</b>	<b>Can this student...?</b>
ELA.7.7	Determine the meaning of words and phrases as they are used in a literary 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.	<ul style="list-style-type: none"> <li>• Compare figurative word choice with its literal meaning</li> <li>• Identify similes, metaphors, alliteration, rhyme, stanza, and verse within a text</li> <li>• Identify literal and nonliteral meanings of terms in a text</li> <li>• Determine and interpret the meaning of unfamiliar words using context clues</li> <li>• Define figurative language, connotation, denotation, and tone</li> </ul>
ELA.7.8	Analyze how a drama's or poem's form or structure (e.g., soliloquy or sonnet) contributes to its meaning.	<ul style="list-style-type: none"> <li>• Describe how structure, scenes, or stanzas contribute to the overall text</li> <li>• Identify various types of poetry based on structure (e.g., epic, ballad, haiku, sonnet)</li> <li>• Identify various elements of drama (e.g., soliloquies, monologues, dialogue)</li> </ul>
ELA.7.9	Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.	<ul style="list-style-type: none"> <li>• Explain how the author develops the point of view of the narrator or speaker</li> <li>• Describe how different points of view affect the plot</li> <li>• Identify the narrator's point of view and how it affects the events in the text</li> <li>• Describe the difference between first- and third-person narrations</li> <li>• Define point of view</li> </ul>
ELA.7.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> <li>• Describe how word choice affects a text's meaning and tone</li> <li>• Interpret the meaning of unfamiliar words using context clues</li> <li>• Identify literal and nonliteral meanings of terms in a text</li> <li>• Understand text features and technical meaning</li> </ul>

ELA.7.11	Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas.	<ul style="list-style-type: none"> <li>• Demonstrate understanding of text structures</li> <li>• Determine sequence of events in a text</li> <li>• List and recognize transition words that could be used in a text</li> </ul>
ELA.7.12	Determine an author’s point of view or purpose in an informational text and analyze how the author distinguishes his or her position from that of others.	<ul style="list-style-type: none"> <li>• Determine the author’s purpose (e.g., inform, persuade, entertain)</li> <li>• Identify the author’s point of view and how it affects the events in the text</li> <li>• Define point of view</li> </ul>

<b>Cluster</b>	<b>Integration of Knowledge and Ideas</b>	<b>Can this student...?</b>
ELA.7.13	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).	<ul style="list-style-type: none"> <li>• Compare/contrast information from videos or illustrations to text</li> <li>• Compare/contrast information from an audio recording to text</li> <li>• Define <i>compare</i> and <i>contrast</i></li> </ul>
ELA.7.14	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.	<ul style="list-style-type: none"> <li>• Identify common themes in historical fiction and nonfiction</li> <li>• Identify and compare common elements in texts</li> <li>• Define historical fiction</li> </ul>
ELA.7.15	Compare and contrast a text to an audio, video, or multimedia version of the informational text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the power of the words).	<ul style="list-style-type: none"> <li>• Identify multiple forms of media and their effects on the topic</li> <li>• Use multiple forms of presentations to gather information</li> <li>• Define <i>compare</i> and <i>contrast</i></li> </ul>
ELA.7.16	Trace and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<ul style="list-style-type: none"> <li>• Differentiate between claims supported by evidence and those that are not</li> <li>• Identify claims in text that are supported by evidence</li> <li>• Differentiate between fact and opinion</li> <li>• Define argument and claims</li> </ul>
ELA.7.17	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.	<ul style="list-style-type: none"> <li>• Analyze multiple accounts of the same event or topic</li> <li>• Identify how an author presents certain information or evidence</li> <li>• Identify differences in information or evidence about the same topic provided by two different authors</li> </ul>

<b>Cluster</b>	<b>Range of Reading and Text Complexity</b>	<b>Can this student...?</b>
ELA.7.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>• Read and comprehend literature in the grades 6–8 text complexity range proficiently, with scaffolding as needed</li> <li>• Read and comprehend literature in the grades 4–5 text complexity band proficiently, with scaffolding as needed</li> <li>• Demonstrate an increased interest in grade-level appropriate texts</li> <li>• Demonstrate progression toward grade-level appropriate texts and vocabulary</li> </ul>
ELA.7.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>• Read and comprehend nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed</li> <li>• Read and comprehend nonfiction in the grades 4–5 text complexity band proficiently, with scaffolding as needed</li> <li>• Demonstrate an increased interest in grade-level appropriate topics</li> <li>• Demonstrate progression toward grade-level appropriate texts and vocabulary</li> </ul>

## Writing

<b>Cluster</b>	<b>Text Types and Purposes</b>	<b>Can this student...?</b>
ELA.7.20	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify opposing claims in argumentative text</li> <li>• Organize claims and evidence</li> <li>• Define argument, claims, support, evidence, and formal style</li> </ul>

<p>ELA.7.21</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>• 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 or tables) and multimedia when useful to aid comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use graphics (e.g., charts or tables) to express information</li> <li>• Organize concepts and information logically using a graphic organizer</li> <li>• Understand relevant domain-specific vocabulary</li> </ul>
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ELA.7.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations</li> <li>Use concrete words, phrases and sensory details to convey events precisely</li> <li>Identify the characteristics of a narrative and point of view</li> <li>Identify direct and indirect quotations</li> <li>Identify the elements of plot (e.g., exposition, rising action, climax, falling action, resolution)</li> </ul>
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<b>Cluster</b>	<b>Production and Distribution of Writing</b>	<b>Can this student...?</b>
ELA.7.23	<p>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 Text Types and Purposes.)</p>	<ul style="list-style-type: none"> <li>Produce, with guidance, writing that is clear and understandable to the audience</li> <li>Produce writing that follow the basic writing conventions (e.g., paragraphing, topic sentences, concluding sentences)</li> <li>Understand terms such as coherent writing, organization, purpose, style, and audience</li> </ul>
ELA.7.24	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards up to and including grade 7.)</p>	<ul style="list-style-type: none"> <li>Utilize the writing process (i.e., pre-writing, editing, and rewriting strategies)</li> <li>Identify author's purpose and intended audience</li> <li>Organize sentences into a paragraph to address a topic or tell a story</li> <li>Use a variety of sentence types</li> </ul>

ELA.7.25	Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.	<ul style="list-style-type: none"> <li>• Produce grade-level writing using appropriate word processing and formatting strategies</li> <li>• Use keyboarding to produce writing</li> </ul>
<b>Cluster</b>	<b>Research to Build and Present Knowledge</b>	<b>Can this student...?</b>
ELA.7.26	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<ul style="list-style-type: none"> <li>• Present findings clearly and concisely</li> <li>• Take notes and organize information</li> <li>• Identify possible sources which could be used for research</li> </ul>
ELA.7.27	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 (e.g., MLA or APA).	<ul style="list-style-type: none"> <li>• Organize evidence and bibliographic information</li> <li>• Contrast direct and indirect quotations in a text</li> <li>• Contrast valid, reliable sources, and non-reliable sources</li> <li>• Define and understand terms such as paraphrase, plagiarism, and bibliographic information</li> </ul>
ELA.7.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>• 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”).</li> <li>• Apply grade 7 Reading standards to nonfiction and other informational texts (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”).</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on past experiences or recall information from texts</li> </ul>

<b>Cluster</b>	<b>Range of Writing</b>	<b>Can this student...?</b>
ELA.7.29	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.	<ul style="list-style-type: none"> <li>• Produce pieces of writing in varying modes throughout the year, including short pieces and long pieces</li> <li>• Write using varied sentence structure and appropriate transition words</li> <li>• Write complete sentences using correct capitalization, punctuation, spelling, and grammar</li> </ul>

## Speaking & Listening

<b>Cluster</b>	<b>Comprehension and Collaboration</b>	<b>Can this student...?</b>
ELA.7.30	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>• 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.</li> <li>• Acknowledge new information expressed by others and, when warranted, modify former views.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate questions and express opinions after reading the required material but before bringing them to the discussion group</li> <li>• Understand rules for discussions and individual roles</li> </ul>

ELA.7.31	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and explain how the ideas clarify a topic, text, or issue under study.	<ul style="list-style-type: none"> <li>Summarize key ideas or details from a text read aloud or information presented orally or through other media</li> <li>Identify main idea and supporting details in diverse media</li> <li>Ask and answer questions about key details in a text read aloud or information presented orally or through other media</li> <li>Identify key concepts from texts</li> </ul>
ELA.7.32	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<ul style="list-style-type: none"> <li>Identify speaker’s reasons and evidence that are used to support specific claims</li> <li>Identify the speaker’s claim</li> <li>Define claim and evidence</li> </ul>

<b>Cluster</b>	<b>Presentation of Knowledge and Ideas</b>	<b>Can this student...?</b>
ELA.7.33	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.	<ul style="list-style-type: none"> <li>Recall or read a story and retell it orally, paying careful attention to sequence and staying on topic</li> <li>Determine sequence of events</li> </ul>
ELA.7.34	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<ul style="list-style-type: none"> <li>Present ideas using multimedia components (i.e., graphics, images, music, and/or sounds)</li> </ul>
ELA.7.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards for specific expectations.)	<ul style="list-style-type: none"> <li>Differentiate between situations that call for formal English and situations where informal discourse is appropriate</li> <li>Speak in complete sentences when addressing an audience</li> <li>Describe characteristics of formal language and informal language</li> </ul>

## Language

<b>Cluster</b>	<b>Conventions of Standard English</b>	<b>Can this student...?</b>
ELA.7.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>• Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify phrases and clauses within a sentence</li> <li>• Identify and avoid fragments and run-ons</li> <li>• Identify simple, complex, and compound-complex sentences</li> <li>• Recognize correct usage of parts of speech (noun, verb, pronoun, adverb, adjective, preposition, conjunction, interjection)</li> </ul>
ELA.7.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie.).</li> <li>• Spell correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Use spelling patterns and generalizations in writing</li> <li>• Recognize correct usage of standard English</li> </ul>
<b>Cluster</b>	<b>Knowledge of Language</b>	<b>Can this student...?</b>
ELA.7.38	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary sentence patterns</li> </ul>

Cluster	Vocabulary Acquisition and Use	Can this student...?
ELA.7.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., the overall meaning of a sentence or paragraph or a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, or rebel).</li> <li>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>• Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the literal meaning (denotation) and inferred meaning (connotation) of words in a text</li> <li>• Determine and interpret the meaning of unfamiliar words using context clues</li> <li>• Use reference materials appropriately</li> <li>• Explain how prefixes and suffixes change the meaning of words</li> <li>• Identify prefixes and suffixes of words</li> <li>• Define denotation, connotation, inference, affixes, and roots</li> </ul>
ELA.7.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., literary or mythological allusions) in context.</li> <li>• Use the relationship between particular words (e.g., synonym/antonym or analogy) to better understand each of the words.</li> <li>• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, or condescending).</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate figurative language to enhance writing</li> <li>• Identify the literal meaning (denotation) and inferred meaning (connotation) of words in a text</li> <li>• Identify figurative language within a text</li> <li>• Define and sort words by category and by one or more key attributes</li> <li>• Define figurative language, connotation, denotation and nuance</li> </ul>

ELA.7.41	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"><li>• Understand and respond to academic vocabulary</li><li>• Use academic vocabulary in class discussions or writing</li><li>• Understand and respond to domain-specific vocabulary</li><li>• Define domain-specific vocabulary in and/or out of context</li></ul>
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# Support for English Language Arts Standards

## Grade 8

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in eighth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from seventh grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in eighth grade:

Reading	Writing
<ul style="list-style-type: none"> <li>• Cite the evidence that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play.</li> <li>• Analyze where materials on the same topic disagree on matters of fact, interpretation, or point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Build writing around strong central ideas or points of view; support the ideas with sound reasoning and evidence, precise word choices, smooth transitions, and different sentence structures.</li> <li>• Plan and conduct research projects that include several steps and use many credible and documented print and digital sources.</li> </ul>
Speaking/Listening	Language
<ul style="list-style-type: none"> <li>• Analyze the purpose of information presented in diverse media (e.g., print, TV, or web) and evaluate its social, political, and/or commercial motives.</li> <li>• Present findings and claims to others; emphasize key points with relevant evidence and sound reasoning; adapt speech to the audience and the formality of the setting; respond to questions and comments with relevant observations and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use strong, active verbs to create a clear picture for the reader (e.g., <i>walk, skip, meander, lurch, or limp</i>).</li> <li>• Interpret figures of speech (e.g., irony or puns) and develop a large vocabulary of general academic words and phrases.</li> </ul>

### Grades 6-8 Specifications

In grades 6-8, students should be exposed to texts that fall in the 926-1185 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 8) and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.

## Reading

Cluster	Key Ideas and Details	Can this student...?
ELA.8.1	Cite the textual evidence that most strongly supports an analysis of what the literary text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</li> <li>• Analyze a text and locate specific details</li> <li>• Define inference and textual evidence</li> <li>• Read a grade-level text and answer basic comprehension questions</li> </ul>
ELA.8.2	Determine a theme or central idea of a literary 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.	<ul style="list-style-type: none"> <li>• Locate specific details in a text that support the theme (e.g., setting, characters, plot, conflict)</li> <li>• Summarize a literary text sequentially</li> <li>• Differentiate between text details and reader's personal opinion</li> <li>• Define <i>theme</i> and <i>summary</i></li> </ul>
ELA.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.	<ul style="list-style-type: none"> <li>• Describe how characters respond or change as the plot moves toward a resolution</li> <li>• Identify characters, setting, and sequence of events in a text</li> </ul>
ELA.8.4	Cite the textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• Identify examples of inferential evidence</li> <li>• Identify examples of explicit evidence</li> <li>• Analyze/summarize information in a text</li> </ul>
ELA.8.5	Determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>• Explain how central ideas are supported by key details</li> <li>• Identify at least one implied and one explicit central idea in a text</li> <li>• Summarize text objectively</li> <li>• Define central idea (implied and explicit)</li> </ul>
ELA.8.6	Analyze how an informational text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> <li>• Explain the development of key details in the text</li> <li>• Summarize what happened in a text based on events, procedures, ideas, or concepts</li> </ul>

<b>Cluster</b>	<b>Craft and Structure</b>	<b>Can this student...?</b>
ELA.8.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> <li>• Compare a figurative word with its literal meaning</li> <li>• Identify literal and nonliteral meanings of terms in a text</li> <li>• Determine and interpret the meaning of unfamiliar words using context clues</li> <li>• Define analogies, allusions, and tone</li> </ul>
ELA.8.8	Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.	<ul style="list-style-type: none"> <li>• Describe how text structure contributes to the overall meaning and style of individual texts</li> </ul>
ELA.8.9	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 in a literary text.	<ul style="list-style-type: none"> <li>• Describe how different points of view affect the text</li> <li>• Identify the narrator’s point of view and how it affects the events in the text</li> <li>• Understand different types of point of view (e.g. first person vs. third person)</li> <li>• Define <i>point of view</i></li> </ul>
ELA.8.10	Determine the meaning of words and phrases as they are used in an informational 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.	<ul style="list-style-type: none"> <li>• Describe how word choice affects a text’s meaning and tone</li> <li>• Interpret the meaning of unfamiliar words using context clues</li> <li>• Identify literal and nonliteral meanings of terms in a text</li> <li>• Understand text features and technical meaning</li> </ul>
ELA.8.11	Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.	<ul style="list-style-type: none"> <li>• Demonstrate understanding of text structures</li> <li>• Determine sequence of events in a text</li> <li>• List and recognize transition words that could be used in a text</li> </ul>
ELA.8.12	Determine an author’s point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<ul style="list-style-type: none"> <li>• Determine the author’s purpose (e.g., inform, persuade, entertain)</li> <li>• Identify the author’s point of view and how it affects the events in the text</li> <li>• Define <i>point of view</i></li> </ul>
<b>Cluster</b>	<b>Integration of Knowledge and Ideas</b>	<b>Can this student...?</b>
ELA.8.13	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.	<ul style="list-style-type: none"> <li>• Compare and contrast text with filmed or staged performance</li> <li>• Define <i>compare</i> and <i>contrast</i></li> </ul>

ELA.8.14	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 transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text).	<ul style="list-style-type: none"> <li>Identify and compare common elements in texts</li> <li>Identify different genres of literature</li> <li>Define religious work, myths, historical fiction, and historical nonfiction</li> </ul>
ELA.8.15	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, and/or multimedia) to present a particular topic or idea.	<ul style="list-style-type: none"> <li>Identify multiple forms of media and their effect on the topic</li> <li>Identify multiple forms of media</li> </ul>
ELA.8.16	Delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<ul style="list-style-type: none"> <li>Differentiate between claims supported by evidence and those that are not</li> <li>Identify claims in text that are supported by evidence</li> <li>Differentiate between fact and opinion</li> <li>Define <i>argument</i> and <i>claims</i></li> </ul>
ELA.8.17	Analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<ul style="list-style-type: none"> <li>Differentiate between two different texts on the same topic</li> <li>Analyze multiple accounts of the same event or topic</li> </ul>

<b>Cluster</b>	<b>Range of Reading and Text Complexity</b>	<b>Can this student...?</b>
ELA.8.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 6–8 text complexity range independently and proficiently.	<ul style="list-style-type: none"> <li>Read and comprehend literature in the grades 6–8 text complexity range proficiently, with scaffolding as needed</li> <li>Read and comprehend literature in the grades 4–5 text complexity band proficiently, with scaffolding as needed</li> <li>Demonstrate an increased interest in grade-level appropriate texts</li> <li>Demonstrate progression toward grade-level appropriate texts and vocabulary</li> </ul>
ELA.8.19	By the end of the year, read and comprehend nonfiction and other informational texts at the high end of the grades 6–8 text complexity range independently and proficiently.	<ul style="list-style-type: none"> <li>Read and comprehend nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed</li> <li>Read and comprehend nonfiction in the grades 4–5 text complexity band proficiently, with scaffolding as needed</li> <li>Demonstrate an increased interest in grade-level appropriate topics</li> <li>Demonstrate progression toward grade-level appropriate texts and vocabulary</li> </ul>

## Writing

Cluster	Text Types and Purposes	Can this student...?
ELA.8.20	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"><li>• Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li><li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li><li>• Establish and maintain a formal style.</li><li>• Provide a concluding statement or section that follows from and supports the argument presented.</li></ul>	<ul style="list-style-type: none"><li>• Identify opposing claims in argumentative text</li><li>• Organize claims and evidence</li><li>• Define argument, claims, support, evidence, and formal style</li></ul>

<p>ELA.8.21</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>• 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 or tables), and multimedia when useful to aid comprehension.</li> <li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use graphics (e.g., charts or tables) to express information</li> <li>• Organize concepts and information logically using a graphic organizer</li> <li>• Understand relevant domain specific vocabulary</li> </ul>
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ELA.8.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>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.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations</li> <li>Identify the characteristics of a narrative and point of view</li> <li>Identify direct and indirect quotationsIdentify the elements of plot (exposition, rising action, climax, falling action, resolution)</li> </ul>
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<b>Cluster</b>	<b>Production and Distribution of Writing</b>	<b>Can this student...?</b>
ELA.8.23	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 Text Types and Purposes.)	<ul style="list-style-type: none"> <li>Produce, with guidance, writing that is clear and understandable to the audience</li> <li>Produce writing that follows the basic writing conventions (e.g., paragraphing, topic sentences, concluding sentences)</li> <li>Understand terms such as coherent writing, organization, purpose, style, and audience</li> </ul>
ELA.8.24	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the Language standards up to and including grade 8.)	<ul style="list-style-type: none"> <li>Utilize the writing process (i.e., pre-writing, editing, and rewriting strategies)</li> <li>Identify author’s purpose and intended audience</li> <li>Organize sentences into a paragraph to address a topic or tell a story</li> <li>Use a variety of sentence types</li> </ul>

ELA.8.25	Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.	<ul style="list-style-type: none"> <li>• Produce grade level writing using appropriate word processing and formatting strategies</li> <li>• Use keyboarding to produce writing</li> </ul>
<b>Cluster</b>	<b>Research to Build and Present Knowledge</b>	<b>Can this student...?</b>
ELA.8.26	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.	<ul style="list-style-type: none"> <li>• Present findings clearly and concisely</li> <li>• Take notes and organize information</li> <li>• Identify possible sources which could be used for research</li> </ul>
ELA.8.27	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 (e.g., MLA or APA).	<ul style="list-style-type: none"> <li>• Organize evidence and bibliographic information</li> <li>• Contrast direct and indirect quotations in a text</li> <li>• Contrast valid, reliable sources, and non-reliable sources</li> <li>• Define and understand terms such as paraphrase, plagiarism, and bibliographic information</li> </ul>
ELA.8.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>• 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 transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text)”).</li> <li>• Apply grade 8 Reading standards to nonfiction and other informational texts (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”).</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on past experiences or recall information from texts</li> </ul>

<b>Cluster</b>	<b>Range of Writing</b>	<b>Can this student...?</b>
ELA.8.29	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.	<ul style="list-style-type: none"> <li>• Produce pieces of writing in varying modes throughout the year, including short pieces and long pieces</li> <li>• Write using varied sentence structure and appropriate transition words</li> <li>• Write complete sentences using correct capitalization, punctuation, spelling, and grammar</li> </ul>

## Speaking & Listening

<b>Cluster</b>	<b>Comprehension and Collaboration</b>	<b>Can this student...?</b>
ELA.8.30	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>• Acknowledge new information expressed by others and, when warranted, qualify or justify views in light of the evidence presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate questions and express opinions after reading the required material but before bringing them to the discussion group</li> <li>• Define rules for discussions and individual roles</li> </ul>
ELA.8.31	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and evaluate the motives (e.g., social, commercial, or political) behind its presentation.	<ul style="list-style-type: none"> <li>• Summarize key ideas or details from a text read aloud or information presented orally or through other media</li> <li>• Identify key concepts from texts</li> </ul>

ELA.8.32	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	<ul style="list-style-type: none"> <li>Identify speaker’s reasons and evidence that are used to support specific claims</li> <li>Identify the speaker’s point of view and how it affects the argument and claims</li> <li>Define claims and evidence</li> </ul>
<b>Cluster</b>	<b>Presentation of Knowledge and Ideas</b>	<b>Can this student...?</b>
ELA.8.33	Present claims and findings, emphasizing significant 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.	<ul style="list-style-type: none"> <li>Identify and communicate key details relevant to the topic</li> <li>Recall or read a story and retell it orally, paying careful attention to sequence and staying on topic</li> </ul>
ELA.8.34	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul style="list-style-type: none"> <li>Present ideas using multimedia components (i.e., graphics, images, music, and/or sounds)</li> </ul>
ELA.8.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards for specific expectations.)	<ul style="list-style-type: none"> <li>Differentiate between situations that call for formal English and situations where informal discourse is appropriate</li> <li>Speak in complete sentences when addressing an audience</li> <li>Describe characteristics of formal language and informal language</li> </ul>

## Language

<b>Cluster</b>	<b>Conventions of Standard English</b>	<b>Can this student...?</b>
ELA.8.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers</li> <li>Recognize correct usage of parts of speech (e.g., noun, verb, pronoun, adverb, adjective, preposition, conjunction, interjection)</li> </ul>

ELA.8.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use punctuation (comma, ellipsis, or dash) to indicate a pause or break.</li> <li>• Use an ellipsis to indicate an omission.</li> <li>• Spell correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Use spelling patterns and generalizations</li> <li>• Recognize correct usage of standard English</li> <li>• Define ellipsis</li> </ul>
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<b>Cluster</b>	<b>Knowledge of Language</b>	<b>Can this student...?</b>
ELA.8.38	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).</li> <li>• Use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).</li> <li>• Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary sentence patterns</li> <li>• Identify types of sentences (e.g., exclamatory, imperative, interrogative, declarative)</li> </ul>

Cluster	Vocabulary Acquisition and Use	Can this student...?
ELA.8.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., the overall meaning of a sentence or paragraph or a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, or secede).</li> <li>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>• Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the literal meaning (denotation) and inferred meaning (connotation) of words in a text</li> <li>• Determine and interpret the meaning of unfamiliar words using context clues</li> <li>• Appropriately use reference materials</li> <li>• Explain how prefixes and suffixes change the meaning of words</li> <li>• Identify prefixes and suffixes of words</li> <li>• Define denotation, connotation, inference, affixes, and roots</li> </ul>
ELA.8.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g. verbal irony, and/or puns) in context.</li> <li>• Use the relationship between particular words to better understand each of the words.</li> <li>• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, or <i>resolute</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate figurative language to enhance writing</li> <li>• Identify the literal meaning (denotation) and inferred meaning (connotation) of words in a text</li> <li>• Identify figurative language within a text</li> <li>• Define and sort words by category and by one or more key attributes</li> <li>• Understand the terms figurative language, connotation, denotation, and nuance</li> </ul>

ELA.8.41	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>• Understand and respond to academic vocabulary</li> <li>• Use academic vocabulary in class discussions or writing</li> <li>• Understand and respond to domain-specific vocabulary</li> <li>• Define domain-specific vocabulary in and/or out of context</li> </ul>
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