



West Virginia

College & Career Readiness Standard

Resource Booklet for
English Language Arts

Grades 6-8



**West Virginia Board of Education
2018-2019**

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Foreword

Dear West Virginia Educators,

As we move forward with the rollout of West Virginia's College- and Career-Readiness Standards for English Language Arts and Mathematics (West Virginia Board of Education Policies 2520.1A and 2520.2B, respectively), I am excited to share this standards-focused resource booklet with you. In this booklet you will find:

- Applicable West Virginia College- and Career-Readiness Standards for English Language Arts and/or Mathematics (effective July 1, 2016) for your grade/content area;
- Sample letters by grade level for families regarding the West Virginia College- and Career-Readiness Standards;
- Progression documents for English Language Arts and/or Mathematics; and
- The state-adopted definition of College and Career Readiness for West Virginia.

I know our goal of ensuring all West Virginia students graduate from high school with the skills, knowledge and dispositions to be considered truly college and career ready can become a reality if we focus on the development and success of all students. It is my sincere hope that you will utilize the resources found within this document to tailor your instruction and curricula to meet the needs of all the students you serve.

Last, I would like to thank you for your dedication to the lives and well-being of the students of our great state. I am humbled by the amazing work you do each day to ensure all students are college and career ready.

Sincerely,



Steven L. Paine, Ed.D
State Superintendent of Schools



College- and Career-Readiness in West Virginia

West Virginia's College- and Career-Readiness Standards have been developed with the goal of preparing students for a wide range of high-quality post-secondary opportunities. Specifically, college- and career-readiness refers to the knowledge, skills, and dispositions needed to be successful in higher education and/or training that lead to gainful employment. The West Virginia College- and Career-Readiness Standards establish a set of knowledge and skills that all individuals need to transition into higher education or the workplace, as both realms share many expectations. All students throughout their educational experience, should develop a full understanding of the career opportunities available, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

College- and Career-Readiness in the English Language Arts Content Area

West Virginia's College- and Career-Readiness Standards for English Language Arts promote proficiency in reading a range of material, fluency in writing in several modes, adaptability in verbal and written communication, and integrity in responsible collaboration with peers. Students will develop problem solving and critical thinking skills independently and collaboratively as they engage in the four domains of reading, writing, speaking/listening, and language. College- and career-readiness is supported in English language arts as students acquire and further develop their abilities to be critical consumers of what they read or hear and informed sources when they write or speak.

The West Virginia College- and Career-Readiness Standards are the result of a statewide public review of the state's educational standards. The West Virginia Department of Education (hereinafter WVDE), West Virginia Board of Education (hereinafter WVBE), and West Virginia University partnered in this initiative that began with a website, Academic Spotlight, which served as the platform for feedback collection. This website was active July through September of 2015. After the comment period closed, comments were evaluated by a team of diverse stakeholders, who made recommendations to WVBE based on the comments to meet the needs of West Virginia students. Additionally, during the month of September 2015, eight universities around the state hosted town hall meetings where citizens could pose questions about the standards to a panel of teachers, administrators, and representatives from higher education. The West Virginia College- and Career-Readiness Standards reflect the improvements brought to light by these two methods of public input.



Text Complexity Expectations

Grade Band	Lexile Range
K-1	N/A
2-3	420-820L
4-5	740-1010L
6-8	925-1185L
9-10	1050-1335L
11-12	1185-1385L

Distribution of Text Types*

Grade Band	Literary	Informational
K-5	50%	50%
6-8	45%	55%
9-12	30%	70%

Distribution of Writing Types*

Grade Band	Argumentative	Informative	Narrative
K-5	30%	35%	35%
6-8	35%	35%	30%
9-12	40%	40%	20%

**The percentages shown above should be met over the course of the entire instructional day and by the end of the programmatic level.*



Explanation of Terms

Domains are the broad components that make up a content area; e.g., reading, writing, speaking/listening, and language make up the English language arts content area.

Language Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

Reading The development of proficient reading skills is critical for mastering academic content. Students must show a steadily growing ability to discern more from and make fuller use of text. This includes making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundations of reading, students will master the essential components of reading (i.e., fluency, phonics and word recognition, phonological awareness, and print concepts). Students will gain exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking/Listening Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentation. They will use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Writing Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice, and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize, and evaluate for research purposes.

Clusters are groups of standards that define the expectations students must demonstrate to be college- and career-ready.

Standards are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

Numbering of Standards

The numbering for each standard is composed of three parts, each part separated by a period:

- the content area code (e.g., ELA for English language arts),
- the grade level, and
- the standard.

Illustration: ELA.3.1 refers to English language arts, grade 3, standard 1.



West Virginia College- and Career-Readiness English Language Arts – 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:

<p>Reading</p> <ul style="list-style-type: none"> Gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts. 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. 	<p>Writing</p> <ul style="list-style-type: none"> Write brief reports and arguments that examine a topic, have a clear focus, and include relevant facts, details, and quotations. Conduct short research projects to answer a question; draw on several sources and sharpen the focus based on the research findings. Write narratives with logical sequences of events.
<p>Speaking/Listening</p> <ul style="list-style-type: none"> Present claims and findings to others orally; sequence ideas logically and accentuate main ideas or themes. Review and paraphrase key ideas and multiple perspectives of a speaker. 	<p>Language</p> <ul style="list-style-type: none"> 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).

Grades 6-8 Specifications

In grades 6-8, students should be exposed to texts that fall in the 925-1185 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.



Numbering of Standards

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

Reading	
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
Writing	
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
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.6.1	Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
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.
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.
ELA.6.4	Cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.
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.
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).
Cluster	Craft and Structure
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.



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.
ELA.6.9	Explain how an author develops the point of view of the narrator or speaker in a literary text.
ELA.6.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.
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.
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.

Cluster	Integration of Knowledge and Ideas
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.
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.
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.
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.
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.

Cluster	Range of Reading and Text Complexity
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.
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.

Writing

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



ELA.6.21	<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"> • 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. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the information or explanation presented.
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"> • 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. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • Provide a conclusion that follows from the narrated experiences or events.
Cluster	Production and Distribution of Writing
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.)
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.)
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.
Cluster	Research to Build and Present Knowledge
ELA.6.26	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.



ELA.6.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • 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”). • 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”).
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Cluster	Range of Writing
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.

Speaking & Listening

Cluster	Comprehension and Collaboration
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"> • 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. • Follow rules for shared discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
ELA.6.31	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.
ELA.6.32	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Cluster	Presentation of Knowledge and Ideas
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.
ELA.6.34	Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to clarify information.
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.)



Language

Cluster	Conventions of Standard English
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"> • Ensure that pronouns are in the proper case (subjective, objective, or possessive). • Use intensive pronouns (e.g., <i>myself</i> or <i>ourselves</i>). • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). • Recognize variations from Standard English in one's own and others' writing and speaking; identify and use strategies to improve expression in conventional language.
ELA.6.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, or dashes) to set off nonrestrictive/parenthetical elements. • Spell correctly.
Cluster	Knowledge of Language
ELA.6.38	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone.
Cluster	Vocabulary Acquisition and Use
ELA.6.39	<p>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.</p> <ul style="list-style-type: none"> • 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. • 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>). • 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. • 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).
ELA.6.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., personification) in context. • Use the relationship between particular words (e.g., cause/effect, part/whole, or item/category) to better understand each of the words. • 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>).
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>



West Virginia College- and Career-Readiness English Language Arts – 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"> Cite several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play. 	<ul style="list-style-type: none"> Organize and focus writing; include supporting statements and conclusions with evidence and show that evidence is accurate and reliable. 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. Avoid plagiarism and follow a standard format for citations (e.g., footnotes or bibliography).
Speaking/Listening	Language
<ul style="list-style-type: none"> Evaluate a speaker’s key points and reasoning; ask questions and state well-supported ideas in discussion. 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. 	<ul style="list-style-type: none"> 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>).

Grades 6-8 Specifications

In grades 6-8, students should be exposed to texts that fall in the 925-1185 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.



Numbering of Standards

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

Reading	
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Range of Reading and Text Complexity	Standards 18-19
Writing	
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
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
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.
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.
ELA.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.
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.
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).
Cluster	Craft and Structure
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.



ELA.7.8	Analyze how a drama's or poem's form or structure (e.g., soliloquy or sonnet) contributes to its meaning.
ELA.7.9	Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.
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.
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.
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.

Cluster	Integration of Knowledge and Ideas
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).
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.
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).
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.
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.

Cluster	Range of Reading and Text Complexity
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.
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.



Writing

Cluster	Text Types and Purposes
ELA.7.20	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.7.21	<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"> • 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. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented.
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"> • 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. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or events.
Cluster	Production and Distribution of Writing
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>
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>



ELA.7.25	Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
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Cluster	Research to Build and Present Knowledge
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.
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).
ELA.7.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> • 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”). • 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”).

Cluster	Range of Writing
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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.7.30	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. <ul style="list-style-type: none"> • 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. • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • 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. • Acknowledge new information expressed by others and, when warranted, modify former views.
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.
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.



Cluster	Presentation of Knowledge and Ideas
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.
ELA.7.34	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
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.)

Language

Cluster	Conventions of Standard English
ELA.7.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Explain the function of phrases and clauses in general and their function in specific sentences. • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
ELA.7.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie.). • Spell correctly.

Cluster	Knowledge of Language
ELA.7.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Cluster	Vocabulary Acquisition and Use
ELA.7.39	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. <ul style="list-style-type: none"> • 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. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, or rebel). • 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. • 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).



ELA.7.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none">• Interpret figures of speech (e.g., literary or mythological allusions) in context.• Use the relationship between particular words (e.g., synonym/antonym or analogy) to better understand each of the words.• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, or condescending).
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.



West Virginia College- and Career-Readiness English Language Arts – 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"> • Cite the evidence that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play. • Analyze where materials on the same topic disagree on matters of fact, interpretation, or point of view. 	<ul style="list-style-type: none"> • 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. • Plan and conduct research projects that include several steps and use many credible and documented print and digital sources.
Speaking/Listening	Language
<ul style="list-style-type: none"> • Analyze the purpose of information presented in diverse media (e.g., print, TV, or web) and evaluate its social, political, and/or commercial motives. • 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. 	<ul style="list-style-type: none"> • Use strong, active verbs to create a clear picture for the reader (e.g., <i>walk, skip, meander, lurch, or limp</i>). • Interpret figures of speech (e.g., irony or puns) and develop a large vocabulary of general academic words and phrases.

Grades 6-8 Specifications

In grades 6-8, students should be exposed to texts that fall in the 925-1185 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.



Numbering of Standards

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

Reading	
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
Writing	
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
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
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.
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.
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.
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.
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.
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).



Cluster	Craft and Structure
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.
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.
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.
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.
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.
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.

Cluster	Integration of Knowledge and Ideas
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.
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).
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.
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.
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.

Cluster	Range of Reading and Text Complexity
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.
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.



Writing

Cluster	Text Types and Purposes
ELA.8.20	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.8.21	<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"> • 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. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented.
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"> • 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. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • 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. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or events.

Cluster	Production and Distribution of Writing
ELA.8.23	<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>
ELA.8.24	<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 the Language standards up to and including grade 8.)</p>



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.
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Cluster	Research to Build and Present Knowledge
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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.
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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).
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ELA.8.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • 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)”). • 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”).
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Cluster	Range of Writing
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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.
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Speaking & Listening

Cluster	Comprehension and Collaboration
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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"> • 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. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others and, when warranted, qualify or justify views in light of the evidence presented.
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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.
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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.
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Cluster	Presentation of Knowledge and Ideas
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.
ELA.8.34	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
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.)

Language

Cluster	Conventions of Standard English
ELA.8.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Explain the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences.
ELA.8.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, or dash) to indicate a pause or break. • Use an ellipsis to indicate an omission. • Spell correctly.

Cluster	Knowledge of Language
ELA.8.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> • Use verbs in the active and passive voice (e.g., emphasizing the actor or the action). • 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). • Recognize and correct inappropriate shifts in verb voice and mood.

Cluster	Vocabulary Acquisition and Use
ELA.8.39	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. <ul style="list-style-type: none"> • 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. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, or secede). • 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. • 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).



ELA.8.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none">• Interpret figures of speech (e.g. verbal irony, and/or puns) in context.• Use the relationship between particular words to better understand each of the words.• 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>).
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.



Appendix A Standards vs. Curriculum

COLLEGE- & CAREER-READINESS

STANDARDS

CURRICULUM

What's the Difference?

Standards are what we want students to know, understand and be able to do; **Standards** represent goals.

The **Curriculum** is an intentional learning plan to ensure students achieve the goals of the standards; the **Curriculum** represents the learning experience.

Standards and Curriculum

A STANDARD is a goal. The CURRICULUM is a means to achieve the goal.

Example 1 • 3rd Grade Mathematics Goal

Standard: M.3.8

Solve two-step word problems using the four operations, represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Example 2 • 6th Grade English Language Arts Goal

Standard: ELA.6.18

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Curriculum:

Teacher locates instructional materials, plans and facilitates learning activities and assesses the students' mastery of the standard.

Who is Responsible?

West Virginia Board of Education
West Virginia Department of Education

County boards of education,
administrators and teachers



Appendix B

Sample Introductory Parent Letter (Grade 6)

(Insert School Address)

(Insert Date)

Dear Parent or Guardian,

I look forward to being your child's English language arts teacher for sixth grade! The first years of the middle grades can be an exciting, intimidating, and overwhelming experience – all at once. I want to welcome your child to my classroom and give you a preview of what to expect in English language arts for the upcoming school year. The following chart highlights some of the broad skills we will develop this year.

Reading	Writing
<ul style="list-style-type: none">• Gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts.• 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.	<ul style="list-style-type: none">• Write brief reports and arguments that examine a topic, have a clear focus, and include relevant facts, details, and quotations.• Conduct short research projects to answer a question; draw on several sources and sharpen the focus based on the research findings.• Write narratives with logical sequences of events.
Speaking/Listening	Language
<ul style="list-style-type: none">• Present claims and findings to others orally; sequence ideas logically and accentuate main ideas or themes.• Review and paraphrase key ideas and multiple perspectives of a speaker.	<ul style="list-style-type: none">• 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).

With your assistance and continued support, your student will have a successful school year and a smooth transition to middle school. As always, if you have any questions or concerns, please feel free to contact me using the information below.

Sincerely,

Email:

Phone:



Sample Introductory Parent Letter (Grade 7)

(Insert School Address)

(Insert Date)

Dear Parent or Guardian,

I look forward to being your child's English language arts teacher for seventh grade! The middle grades can be an exciting, intimidating, and overwhelming experience – all at once. I want to welcome your child to my classroom and give you a preview of what to expect in English language arts for the upcoming school year. The following chart highlights some of the broad skills we will develop this year.

Reading	Writing
<ul style="list-style-type: none">• Cite several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play.	<ul style="list-style-type: none">• Organize and focus writing; include supporting statements and conclusions with evidence and show that evidence is accurate and reliable.• 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.• Avoid plagiarism and follow a standard format for citations (e.g., footnotes or bibliography).
Speaking/Listening	Language
<ul style="list-style-type: none">• Evaluate a speaker's key points and reasoning; ask questions and state well-supported ideas in discussion.• 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.	<ul style="list-style-type: none">• 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>).

With your assistance and continued support, your student will have a successful school year and a positive middle school experience. As always, if you have any questions or concerns, please feel free to contact me using the information below.

Sincerely,

Email:
Phone:



Sample Introductory Parent Letter (Grade 8)

(Insert School Address)

(Insert Date)

Dear Parent or Guardian,

I look forward to being your child’s English language arts teacher for eighth grade! The middle grades can be an exciting, intimidating, and overwhelming experience – all at once. I want to welcome your child to my classroom and give you a preview of what to expect in English language arts for the upcoming school year. The following chart highlights some of the broad skills we will develop this year.

Reading	Writing
<ul style="list-style-type: none">• Cite the evidence that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play.• Analyze where materials on the same topic disagree on matters of fact, interpretation, or point of view.	<ul style="list-style-type: none">• 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.• Plan and conduct research projects that include several steps and use many credible and documented print and digital sources.
Speaking/Listening	Language
<ul style="list-style-type: none">• Analyze the purpose of information presented in diverse media (e.g., print, TV, or web) and evaluate its social, political, and/or commercial motives.• 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.	<ul style="list-style-type: none">• Use strong, active verbs to create a clear picture for the reader (e.g., <i>walk, skip, meander, lurch, or limp</i>).• Interpret figures of speech (e.g., irony or puns) and develop a large vocabulary of general academic words and phrases.

With your assistance and continued support, your student will have a successful school year and a positive middle school experience. As always, if you have any questions or concerns, please feel free to contact me using the information below.

Sincerely,

Email:

Phone:



Appendix C

English Language Arts Standards Progressions

Skill Progressions in West Virginia College- and Career-Readiness Standards for English Language Arts

The following pages contain the skill progressions found in the West Virginia College- and Career-Readiness Standards for English language arts (ELA) in grades five through nine. In ELA, each grade level consists of 41 standards; these standards have been organized in vertical order to show the advancing rigor and complexity of the expectations for what students should know, understand, and be able to do. The grade level below and above the middle school programmatic level have been provided for planning and vertical alignment.

This document is intended to be a resource to foster and support discussion among teachers or how best to personalize and differentiate instruction for their students. The progression of skills toward college- and career-readiness that are outlined here can be used to scaffold instruction, assist with remediation, and to develop instructional plans that meet the specific needs of each student.

Standard 1	
5.1	Quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text.
6.1	Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
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.
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.
9.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
Standard 2	
5.2	Determine a theme of a story, drama, or poem from details in a literary text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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.
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.
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.
9.2	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
Standard 3	
5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text (e.g., how characters interact).
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.



7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.
9.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
Standard 4	
5.4	Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.
6.4	Cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.
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.
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.
9.4	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
Standard 5	
5.5	Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text.
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.
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.
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.
9.5	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
Standard 6	
5.6	Using an informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
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).
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).
8.6	Analyze how an informational text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
9.6	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Standard 7	
5.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.
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.



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.
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.
9.7	Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).

Standard 8

5.8	Explain how a series of chapters, scenes, or stanzas fits together in a literary text to provide the overall structure of a particular story, drama, or poem.
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.
7.8	Analyze how a drama's or poem's form or structure (e.g., soliloquy or sonnet) contributes to its meaning.
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.
9.8	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.

Standard 9

5.9	Describe how a narrator's or speaker's point of view influences how events are described in a literary text.
6.9	Explain how an author develops the point of view of the narrator or speaker in a literary text.
7.9	Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.
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.
9.9	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Standard 10

5.10	Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a <i>grade 5 topic or subject area</i> .
6.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.
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.
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.
9.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).



Standard 11	
5.11	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more informational texts.
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.
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.
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.
9.11	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).
Standard 12	
5.12	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in informational texts.
6.12	Determine an author's point of view or purpose in an informational text and explain how it is communicated in the text.
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.
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.
9.12	Determine an author's point of view or purpose in an informational text and analyze how the author uses rhetoric to advance that point of view or purpose.
Standard 13	
5.13	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and/or poem).
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.
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).
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.
9.13	Analyze the representation, in a literary text, of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
Standard 14	
5.14	Compare and contrast stories in literary texts of the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
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.
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.
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).



9.14	Analyze how an author draws on and transforms source material in a specific literary work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).
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Standard 15

5.15	Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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.
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).
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.
9.15	Analyze various accounts of a subject told in different mediums of informational texts (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Standard 16

5.16	Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s).
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.
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.
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.
9.16	Delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Standard 17

5.17	Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.
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.
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.
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.
9.17	Analyze influential U.S. documents of historical and literary significance (e.g., Washington's Farewell Address or The Gettysburg Address), including how they address related themes and concepts.

Standard 18

5.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity range independently and proficiently.
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.



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.
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.
9.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Standard 19

5.19	By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 4–5 text complexity range independently and proficiently.
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.
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.
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.
9.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Standard 20

5.20	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> and <i>specifically</i>). • Provide a concluding statement or section related to the opinion presented.
6.20	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s) and organize the reasons and evidence clearly. • Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the argument presented.
7.20	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.



8.20	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.
9.20	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.

Standard 21

5.21	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, provide a general observation, and focus and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> and <i>especially</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented.
6.21	<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"> • 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. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the information or explanation presented.



7.21	<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"> • 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. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented.
8.21	<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"> • 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. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented.
9.21	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension. • Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Standard 22

5.22	<p>Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • Use a variety of transition words, phrases, and clauses to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events.
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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"> 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
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"> 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.
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"> 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. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.
9.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Standard 23

5.23	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
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.)



7.23	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.)
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.)
9.23	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.)

Standard 24

5.24	With 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 5.)
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.)
7.24	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 Language standards up to and including grade 7.)
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.)
9.24	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)

Standard 25

5.25	With some guidance and support from adults, 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 accurately.
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.
7.25	Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
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.
9.25	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Standard 26

5.26	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6.26	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.



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.
9.26	Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Standard 27

5.27	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
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.
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).
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).
9.27	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).

Standard 28

5.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grade 5 Reading standards to literature (e.g., “compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). Apply grade 5 Reading standards to informational texts (e.g., “explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
6.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grade 6 Reading standards 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”). Apply grade 6 Reading standards 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”).
7.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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”). 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”).



8.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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)”). 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”).
9.28	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grade 9 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare]”). Apply grade 9 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 valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Standard 29

5.29	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.
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.
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.
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.
9.29	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 tasks, purposes, and audiences.

Standard 30

5.30	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
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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"> • 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. • Follow rules for shared discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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"> • 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. • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • 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. • Acknowledge new information expressed by others and, when warranted, modify former views.
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"> • 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. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others and, when warranted, qualify or justify views in light of the evidence presented.
9.30	<p>Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 9 topics, texts, and issues</i>, building on others' ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
Standard 31	
5.31	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
6.31	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.



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.
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.
9.31	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, and/or orally), evaluating the credibility and accuracy of each source.

Standard 32

5.32	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
6.32	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
7.32	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
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.
9.32	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Standard 33

5.33	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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.
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.
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.
9.33	Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Standard 34

5.34	Include multimedia components (e.g., graphics and/or sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6.34	Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to clarify information.
7.34	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
8.34	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
9.34	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Standard 35

5.35	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards for specific expectations.)
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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.)
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.)
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.)
9.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9 Language standards for specific expectations.)

Standard 36

5.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Use correlative conjunctions (e.g., <i>either/or</i> and <i>neither/nor</i>).
6.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (subjective, objective, or possessive). • Use intensive pronouns (e.g., <i>myself or ourselves</i>). • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). • Recognize variations from Standard English in one's own and others' writing and speaking; identify and use strategies to improve expression in conventional language.
7.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Explain the function of phrases and clauses in general and their function in specific sentences. • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
8.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Explain the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences.
9.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

Standard 37

5.37	Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing. <ul style="list-style-type: none"> • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you.</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). • Use underlining, quotation marks, or italics to indicate titles of works. • Spell grade-appropriate words correctly, consulting references as needed.
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6.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use punctuation (commas, parentheses, or dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.
7.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie.). Spell correctly.
8.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use punctuation (comma, ellipsis, or dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.
9.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.

Standard 38

5.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects and/or registers) used in stories, dramas, or poems.
6.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone.
7.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
8.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> Use verbs in the active and passive voice (e.g., emphasizing the actor or the action). 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). Recognize and correct inappropriate shifts in verb voice and mood.
9.38	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. <ul style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> or <i>APA Handbook</i>) appropriate for the discipline and writing type.

Standard 39

5.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> and <i>photosynthesis</i>). Consult reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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6.39	<p>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.</p> <ul style="list-style-type: none"> • 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. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, and audible</i>). • 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. • 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).
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"> • 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. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, or rebel</i>). • 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. • 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).
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"> • 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. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, or secede</i>). • 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. • 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).
9.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 9 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical, advocate, or advocacy</i>). • 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, its part of speech, or its etymology. • 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).

Standard 40

5.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figurative language, including similes and metaphors, in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Use the relationship between particular words (e.g., synonyms, antonyms, and homographs) to better understand each of the words.
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6.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Interpret figures of speech (e.g., personification) in context. • Use the relationship between particular words (e.g., cause/effect, part/whole, or item/category) to better understand each of the words. • 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>).
7.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Interpret figures of speech (e.g., literary or mythological allusions) in context. • Use the relationship between particular words (e.g., synonym/antonym or analogy) to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, or condescending).
8.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Interpret figures of speech (e.g. verbal irony, and/or puns) in context. • Use the relationship between particular words to better understand each of the words. • 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>).
9.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Interpret figures of speech (e.g., euphemism or oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.

Standard 41

5.41	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , and <i>in addition</i>).
6.41	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.
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.
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.
9.41	Acquire and accurately use 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.





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