Mississippi College- and Career-Readiness Standards

Grades 6-8

Diving Deep into the Mississippi College- and Career-Readiness Standards for English Language Arts

February 2015
Mississippi College- and Career-Readiness Standards

Grades 6-8
English Language Arts

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Overview

This notebook of materials is designed to serve as a resource and guide for training teachers in Mississippi school districts on the Mississippi College- and Career-Readiness (CCR) Standards and PARCC Assessments. It is anticipated that schools/districts may both add to the notebook and/or modify the activities. Please note that some of the resources provided in this notebook may be in draft form and may change as more is learned from the PARCC Assessment Consortium, other states, and our school districts regarding implementation of the MS CCR Standards. The Mississippi Department of Education will provide updates as additional resources become available.
AGENDA

8:00 a.m.    Review Training Objective, Agenda, Notebook Documents, and External Handout Packet

8:30 a.m.    Work Session # 1: Streamlining Instruction

9:15 a.m.    Model Content Frameworks

10:00 a.m.   Break

10:15 a.m.   Work Session # 2: Scaffolding the Standards

10:45 a.m.   Work Session # 3: Modelling the Standard

11:30 a.m.   Work Session # 4: Aligning With Informational Text

12:00 p.m.   Lunch

12:45 p.m.   Work Session # 5: Independent Practice

1:30 p.m.    Work Session # 6: Writing Prompt

2:00 p.m.    Break

2:15 p.m.    Work Session # 7: Grammar in Context

2:45 p.m.    Work Session # 8: Scoring the PARCC Writing Task

3:15 p.m.    Conclusion

3:30 p.m.    Training Evaluations and Adjournment
PowerPoint

Diving Deep into the Mississippi CCR Standards for ELA

Grades 6-8
Diving Deep into the Mississippi College- and Career-Readiness Standards for English Language Arts

Felicia Jackson-Stewart
Spring 2015

Focusing on the Standards
We are teaching the **standards** and **skills**, not tests or texts.

Focus of Instruction:  
Reading Literature  

2  
3  
5  
6  
7  
9
Focus of Instruction: Reading Information

Focus of Instruction: Writing
Focus of Instruction: Language

1
2
3
4
5
6

Streamlining Instruction: Step 1

• Analyze data to determine the reading focus standard.
Streamlining Instruction:
Step 1

**CCSS.ELA-Literacy.RL. 6.5**
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**CCSS.ELA-Literacy.RL. 7.5**
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**CCSS.ELA-Literacy.RL. 8.5**
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Streamlining Instruction:
Step 2

• Analyze the other RL standards to determine additional standards naturally fit with the focus standard.
Streamlining Instruction:
Step 2

**CCSS.ELA-Literacy.RL. 6.5**
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**CCSS.ELA-Literacy.RL. 6.2**
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CCSS.ELA-Literacy.RL. 6.3**
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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Streamlining Instruction:
Step 2

**CCSS.ELA-Literacy.RL. 7.5**
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**CCSS.ELA-Literacy.RL. 7.2**
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**CCSS.ELA-Literacy.RL. 7.3**
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Streamlining Instruction:

Step 2

**CCSS.ELA-Literacy.RL. 8.5**
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**CCSS.ELA-Literacy.RL. 8.2**
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**CCSS.ELA-Literacy.RL. 8.3**
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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Streamlining Instruction:

Step 3

- Integrate the Reading Information Standards (using the Model Content Framework, tying in shorter texts).
- The RI standards mirror the skills (for the most part) of the RL standards.
### Streamlining Instruction: Step 3

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Reading Information</th>
</tr>
</thead>
</table>
| **CCSS.ELA-Literacy.RL. 6.5**  
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | **CCSS.ELA-Literacy.RI.6.5**  
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

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<tr>
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</table>
| **CCSS.ELA-Literacy.RL. 7.5**  
Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | **CCSS.ELA-Literacy.RI.7.5**  
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
Streamlining Instruction:
Step 3

<table>
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<th>Reading Information</th>
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| **CCSS.ELA-Literacy.RL. 8.5**  
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | **CCSS.ELA-Literacy.RI.8.5**  
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

Work Session # 1a:  
Additional RI Standards

**Locate** the MS CCR Standards for ELA

**Directions:**  
Identify additional RI standards that can be taught while teaching the focus standard RI.6.5, RI 7.5 or RI 8.5. Record these standards on the chart paper.
Streamlining Instruction:
Step 4

• Think of a writing prompt that aligns with the reading standards, the texts and one of the writing types required by the MS CCRS. This is the final project.

CCSS.ELA-Literacy.W.6.1, 7.1 or 8.1
Write arguments to support claims with clear reasons and relevant evidence.
Work Session # 1b: Additional Writing Standards

Locate the MS CCR Standards for ELA

Directions:
Identify additional Writing standards that can be taught while teaching the focus standard W.6.1, W 7.1 or W 8.1. Record these standards on the chart paper.

Streamlining Instruction:
Step 5

• Grammar should be taught in context.
  – Show the skill in authentic text
  – Practice in context
  – Authentically assess in student writing
Streamlining Instruction: Step 5

CCSS.ELA-Literacy.L.6.1.a
Ensure that pronouns are in the proper case (subjective, objective, possessive).

Streamlining Instruction: Step 5

CCSS.ELA-Literacy.L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
Streamlining Instruction: Step 5

**CCSS.ELA-Literacy.L.8.1.a**
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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Work Session # 1c: Additional RL Standards

**Locate** the MS CCR Standards for ELA

**Directions:**
Identify additional Language standards that can be taught while teaching the focus standard L.6.1a, L 7.1a or L 8.1a. Record these standards on the chart paper.
Integrating Standards:
PARCC Model Content Framework

We will always include RL.1 or RI.1 and RL.10 or RI.10.

Taken from the PARCC Model Content Framework, Grade 6 Handout #1
Integrating Standards: PARCC Model Content Framework

- Utilize the PARCC Model Content Framework (MCF) to identify the standards that can be integrated into the lesson/unit.
- Utilize the PARCC MCF to identify what learning tasks can be used.
- Utilize the PARCC MCF to identify the types and number of texts to be used.

Taken from the PARCC Model Content Framework, Grade 6 Handout #1

PARCC Model Content Framework

- These “foundational” standards are consistent across all units and lessons.
- All units/lessons will integrate these standards.
- These standards may be assessed on the PARCC Assessment through prose constructed response or selected response items.

Taken from the PARCC Model Content Framework, Grade 6 Handout #1
Scaffolding Document

Scaffolding Document Construction

For the purposes of completing the scaffolding documents, committee members were given the following guidance:

• To **know**: identifies students’ **prior knowledge** based on previous exposure and experience from the MS CCRS for ELA.

• To **understand**: refers to key **conceptual understanding** that a student must have mastered from previous exposure and experiences from the MS CCRS for ELA in order to be successful with the **application** component of the standard.

• To **do**: explains the **actual skills and application** that the standard requires in order for a student to be successful on an ELA task.
### Reading Standards for Literature 6-12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also increased 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.

<table>
<thead>
<tr>
<th>Grade 6 students</th>
<th>Grade 7 students</th>
<th>Grade 8 students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Craft and Structure</strong></td>
<td><strong>RL. 6.5</strong></td>
</tr>
<tr>
<td>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</td>
<td>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
<td>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</td>
</tr>
<tr>
<td>3. Describe how a particular story, drama, or poem’s plot develops along a series of events as well as how the plot contributes to the development of theme.</td>
<td>6. Explain how an author develops the point of view of the narrator or speaker in a text.</td>
<td>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provide a resolution.</td>
</tr>
</tbody>
</table>

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6. Explain how an author develops the point of view of the narrator or speaker in a text.
MS CCRS for ELA

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL. 7.5

MS CCRS for ELA

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL. 8.5
2. CCR Anchor Standard

1. Grade Level

Sixth Grade

<table>
<thead>
<tr>
<th>Standard</th>
<th>Desired Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grade Level</td>
<td>A student should know (Prose and Poetry Knowledge)</td>
</tr>
<tr>
<td>2. CCR Anchor Standard</td>
<td>Students explain how specific chapters fit together to provide the overall structure of a story. Specific scenes fit together to provide the overall structure of a poem. Students know the structural elements of poems, dramas, and prose and can refer to specific elements in writing and speaking. Students can describe how each successive part of a poem, drama, or story builds on earlier sections.</td>
</tr>
<tr>
<td>3. Grade Specific Standard</td>
<td>A student should be able to do (Evidence of Knowledge)</td>
</tr>
</tbody>
</table>

Sub-Standards

| CCR.W.2: Write informative text, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

Grade Specific Sub-Standard
Scaffolding Instruction

- Student must have mastery of the prerequisite knowledge. If they do not, identify the deficiency and implement interventions to help students achieve mastery of these skills.
- The prerequisite skills may be the standards from previous grades.
- Teachers should teach for understanding of the conceptual knowledge required in the document.
Scaffolding Instruction

• Students should be able to “do”, or show mastery, of the skills under Evidence of Knowledge. This should be evidence, in the form of writing, speaking, projects, formative and summative assessments, etc.

Key Terms

These key terms and verbs come directly from the standard and include terms and verbs required for understanding, whether these terms and verbs are explicitly stated in the standard or inferred.
What does this mean?

Before a student can (1. standard), they need to be able to (2. prerequisite skill). They should understand (3. conceptual understanding) to be able to (4. evidence).
What does this mean?

Before students can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot they need to know that each part of a poem, drama, or story builds on earlier sections. They should understand that writers purposely include specific sentences, chapters, scenes, or stanzas that contribute to the development of the theme, setting, or plot. Then they should be able to closely read, analyze and annotate a text for evidence of how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.

Work Session # 2: Scaffolding Document

Locate Work Session # 2

Directions:
Complete the template for standard W.6.2a.
Scaffolding Instruction

Before a student can (1. standard), they need to be able to (2. prerequisite skill). They should understand (3. conceptual understanding) to be able to (4. evidence).

Rocking the Reading Standards
Planning and Starting Instruction

• Lessons should align to the reading standard, incorporate the texts, with the end result (the writing) in mind.
• Implement the “I do, We do, You do” instruction method.

“I do...” with
“Suggested by a Lock of Hair from Our Departed Friend”

• Do three reads of the text.
  – Independent read, expert read, and a close read.
• During the close read, ask students questions aligned to the focus reading standard and the additional standards.
  – Vocabulary questions can ALWAYS be asked during a close read.
• As the poem is read, ask students to look at individual stanzas of the poem and analyze what they mean and what is their significance to the development and meaning of the poem.
Work Session # 3: Modeling the Standard

Locate Work Session # 3

Directions:
2. Listen to the expert read.
3. Participate in the close read.

Text Dependent Questions for “Lines: Suggested by a Lock of Hair from our Departed Friend”

• What type of friendship does the author describe in the poem? In your own words, explain how you know this. Be sure to include textual evidence.

• Reread lines 7-8. What does the author want the reader to understand about the friend?

• Cite evidence from the text that shows the reader that the friend in the poem was a compassionate person.

• What words does the author use to establish the tone in the poem? Use information from the poem to explain the analysis.

• What is the theme of the poem? How does the author help the reader understand the theme of the poem?
“We do...” with
Keep Memory Alive by Elie Wiesel (Excerpt from Nobel Peace Prize acceptance speech – 1986)

- Review RI.6.5 with students.
- Analyze the sections and specifics sentences and paragraphs of text and understand how it contributes to the development of the author’s central idea.
- Remind students how an author structures text to develop the ideas, just as Lydia Maria Child chunked the poem to develop the theme.
- Have students chunk the text to show how Elie Wiesel develops his ideas.
- Have students identify terms and sentences Wiesel uses when developing his ideas.

Work Session # 4:
Aligning with Informational Text

Locate Work Session # 4

Directions:
With others at your table, read “Keep Memory Alive by Elie Wiesel (Excerpt from Nobel Peace Prize acceptance speech – 1986)” and analyze how certain sections of the text contribute to overall meaning of the selection.
“I do…” with
Excerpt from Elie Wiesel’s Night

• Now that students have seen how authors uses sentences and stanzas to develop the meaning of a text, they can now practice independently.
• To scaffold instruction, use the scaffolding document as needed
  – To differentiate instruction, ask students to work in teams.

Work Session # 5: Independent Practice

**Locate** Work Session # 5

**Directions:**
With others at your table, read the excerpt from Elie Wiesel’s *Night* and analyze and determine the author’s purpose for including certain sentences. Then, determine how the text structure contributes to the development of the theme.
Writing about Reading

Tying in the Writing Standards

• Review the writing standard chosen during planning.
• Construct a writing prompt that aligns with the writing type and reading standards chosen during initial planning.
• Effective writing prompts require specific elements.
Effective Writing Prompts Should:

- Reference the source text (or texts) serving as the stimulus for a student response,
- State clearly the topic, issue, or idea to be addressed,
- Establish a clear purpose for writing, and
- Specify the desired form or genre of the student response.

Work Session # 6a:
Argumentative Writing Prompt

**Locate** Work Session # 6a

**Directions**
Review the requirements of an effective writing prompt. Identify each requirement in the model writing prompt.
Work Session # 6b: Creating Writing Prompt

Directions
With the members at your table, create a writing prompt with the excerpt from *Night* and “Lines: Suggested by a Lock of Hair from Our Departed Friend” aligned to RL.6.5 (or 7.5 or 8.5) and W.6.1 (or 7.1 or 8.1). Ensure that the prompt meets the requirements of an effective writing prompt.

Tying in the Grammar
Teaching Grammar

CCSS.ELA-Literacy.L.6.1.d
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Teaching Grammar in Context

Show the skill in authentic text:

Eight words spoken quietly, indifferently, without emotion. Eight short, simple words. Yet that was the moment when I parted with my mother. I had not had time to think, but I already felt the pressure of my father's hand: we were alone. For a part of a second I glimpsed my mother and my sisters moving away to the right. Tzipora held Mother's hand. I saw them disappear into the distance; my mother was stroking my sister's fair hair, as though to protect her, while I walked on with my father and the other men. And I did not know in that place, at that moment, I was parting from my mother and Tzipora forever. I went on walking. My father held onto my hand.

Behind me, an old man fell to the ground. Near him was an SS man, putting his revolver back in its holster.
Teaching Grammar in Context

Practice in context:
• When doing activities aligned to the reading assignment, have students write and include something that requires they use correct pronoun references.

Teaching Grammar in Context

Authentically assess the skill in student writing.
• When students write their argumentative paper, ensure that pronoun references are correct. The assignment may or may not require students to specifically include pronouns.
Work Session # 7: Correct Pronoun Usage

Directions
Write a brief narrative summary of something you will take from today’s professional development session and apply in your classroom. In your writing, apply correct pronoun usage.

Scoring the PARCC Writing Tasks
Work Session #8
Scoring the PARCC Writing Tasks

Locate Work Session #8

Directions
1. Read the writing prompt, the texts, and the student response
2. As a group, score the student response using the PARCC writing rubric.

LAT/RST Rubric
(Informative/Explanatory and Argumentative)

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension of Key Ideas and Details</td>
<td>The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.</td>
<td>The student response demonstrates comprehension of ideas stated explicitly and inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.</td>
<td>The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis and supporting the analysis with basic textual evidence.</td>
<td>The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.</td>
<td>The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.</td>
</tr>
</tbody>
</table>
**LAT/RST Rubric (Informative/Explanatory and Argumentative)**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Knowledge of Language and Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student response demonstrates purposeful cohesion, clarity, and cohesion, making it easy to follow the writer's progression of ideas.</td>
<td>The student response to the prompt demonstrates basic command of the conventions of standard English at an appropriate level of complexity. There may be some minimal errors in mechanics, grammar, and usage, but meaning is generally clear.</td>
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### Narrative Task

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Written Expression</td>
<td>The student response is effectively developed with narrative elements and is consistently appropriate to the task; demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas; establishes and maintains an effective style, attending to the norms and conventions of the discipline.</td>
</tr>
<tr>
<td></td>
<td>The student response is mostly effectively developed with narrative elements and is mostly appropriate to the task; demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas; establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline.</td>
</tr>
<tr>
<td></td>
<td>The student response is developed with some narrative elements and is somewhat appropriate to the task; demonstrates some coherence, clarity, and cohesion, making the writer's progression of ideas somewhat discernible but not obvious; has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.</td>
</tr>
<tr>
<td></td>
<td>The student response is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited coherence, clarity, and cohesion, making the writer's progression of ideas somewhat nebulous; has a style that has limited effectiveness, with limited awareness of the norms of the discipline.</td>
</tr>
</tbody>
</table>

### Narrative Writing

<table>
<thead>
<tr>
<th>Writing Knowledge of Language and Conventions</th>
<th>Score Point 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</td>
<td></td>
</tr>
<tr>
<td>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be minor errors in mechanics, grammar, and usage, but meaning is generally clear.</td>
<td></td>
</tr>
<tr>
<td>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</td>
<td></td>
</tr>
<tr>
<td>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</td>
<td></td>
</tr>
</tbody>
</table>
Coded Responses

NOTE:
• The reading dimension is not scored for elicited narrative stories.
• The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
• Tone is not assessed in grade 6.
• For the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters’ personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context; situating events in a time and place; developing a point of view; developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 5 for writing.

A response is considered unscorable if it cannot be assigned a score based on the rubric criteria. For unscorable student responses, one of the following condition codes will be applied.

Coded Responses:
A=No response
B=Response is unintelligible or undecipherable
C=Response is not written in English
D=OutTopic
E=Refusal to respond
F=Don’t understand/known

* This rubric is subject to further refinement based on research and study.

Resources

Common Core Website
www.corestandards.org

MDE Curriculum Website
www.mde.k12.ms.us/ci

MDE Common Core Website
www.mde.k12.ms.us/ccss

MDE Assessment Website
www.mde.k12.ms.us/osa

MDE SharePoint Website
https://districtaccess.mde.k12.ms.us

PARCC Website
www.parcconline.org
Contact Information

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Dr. Marla Davis - Mathematics
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Vincent Segalini - English/Language Arts
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Robin Lemonis - Early Childhood Literacy/Dyslexia/RtI
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MISSISSIPPI
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77
Work Sessions

Diving Deep into the Mississippi CCR Standards for ELA

Grades 6-8
Work Session # 2:

Scaffolding the Standards
### Sixth Grade

**CCR.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<table>
<thead>
<tr>
<th>W.6.2a</th>
<th>A student should know (Prerequisite Knowledge)</th>
<th>Desired Student Performance</th>
<th>A student should understand (Conceptual Understanding)</th>
<th>A student should be able to do (Evidence of Knowledge)</th>
</tr>
</thead>
</table>
| **Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.** | - Students should be able to introduce a topic clearly, provide a general observation and focus, and group related information logically.  
- Students should be able to include formatting (e.g., heading), illustrations, and multimedia when useful to aiding comprehension.  
- Students should be able to group related information in paragraphs and sections.  
- Topics should be narrow.  
- Formats used to signal major divisions throughout the text.  
  - Headings  
  - Sections  
- Graphics (i.e. charts, tables) provide examples for the topic.  
- Multimedia (i.e. audio, still images, video, animation) help the reader understand the topic. | **The topic must be presented in the introduction.**  
**Ideas, concepts, and information should be organized for audience and purpose using the most effective method.**  
- Ideas can be organized using different methods.  
  - Definition  
  - Classification  
  - Compare/contrast  
  - Cause/effect  
- The method of organization will assist in the development of the topic.  
- The text should be formatted to help the reader understand the major divisions within the text.  
- Graphics will help the reader understand the topic.  
- Multimedia will help the reader understand the topic. | **Introduce a topic that is clearly developed.**  
**Organize ideas, concepts, and information using a specific organizational method and/or graphic organizer appropriate to the topic.**  
- Include specific formatting, graphics, and/or multimedia when it aids in comprehension. |
### KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

- informative, explanatory, introduce, topic, ideas, general observation and focus, concepts, related information, logically, organization, definition, classifications, comparison, contrast, cause, effect, formatting, graphics, multimedia, comprehension
Work Session # 3:

Close Reading
“Lines: Suggested by a Lock of Hair from Our Departed Friend, Catherine Sargent.”

By Lydia Maria Child

That little lock of silvery hair
Reminds me of what friendly care!
And gratefully my memory pays
Its tribute to departed days.
Thou good old friend, so kind and true!
Thy worth was known to very few.
Not in the glare of noon-day sun,
Thy kind and gentle deeds were done;
And silently thy prayers did rise,
With offerings of self-sacrifice.
Not for thy goodness unto me
Do I revere thy memory;
But for the love that never failed,
The courage, too, that never quailed,
When the poor orphan breathed a sigh,
Or slaves required thy sympathy.
While statesmen argued day and night,
To settle whether wrong was right,
Thou hadst no need of subtle art,
Seeing truth with thy honest heart;
Religion was not unto thee
Any recondite mystery.
God loves all, was the simple creed,
Which served thee in each hour of need.
Guileless thy life, serene thy death;
And when had passed thy latest breath,
From thy attendant angel's glance
A light fell on thy countenance;
A gleam of bright celestial love,
Touching this earth from realms above.
Work Session # 4:

Informational Texts
Keep Memory Alive by Elie Wiesel (Excerpt from Nobel Peace Prize acceptance speech – 1986)

It is with a profound sense of humility that I accept the honor you have chosen to bestow upon me. I know: your choice transcends me. This both frightens and pleases me.

It frightens me because I wonder: do I have a right to represent the multitudes who have perished? Do I have the right to accept this great honor on their behalf? I do not. That would be presumptuous. No one may speak for the dead, no one may interpret their mutilated dreams and visions.

It pleases me because I may say that this honor belongs to all the survivors and their children, and through us, to the Jewish people with whose destiny I have always identified.

I remember: it happened yesterday or eternities ago. A young Jewish boy discovered the kingdom of night. I remember his bewilderment, I remember his anguish. It all happened so fast. The ghetto. The deportation. The sealed cattle car. The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.

I remember: he asked his father: “Can this be true? This is the 20th century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?”

And now the boy is turning to me: “Tell me,” he asks. “What have you done with my future? What have you done with your life?”

And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices.

And then I explained to him how naïve we were, that the world did know and remained silent. And that is why I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.
Work Session # 5:

Independent Practice
Excerpt from Elie Wiesel’s Night

The cherished objects we had brought with us thus far were left behind in the train, and with them, at last, our illusions. Every two yards or so an SS man held his tommy gun trained on us. Hand in hand we followed the crowd. An SS noncommissioned officer came to meet us, a truncheon in his hand.

He gave the order: “Men to the left! Women to the right!”

Eight words spoken quietly, indifferently, without emotion. Eight short, simple words. Yet that was the moment when I parted with my mother. I had not had time to think, but I already felt the pressure of my father's hand: we were alone. For a part of a second I glimpsed my mother and my sisters moving away to the right. Tzipora held Mother's hand. I saw them disappear into the distance; my mother was stroking my sister's fair hair, as though to protect her, while I walked on with my father and the other men. And I did not know in that place, at that moment, I was parting from my mother and Tzipora forever. I went on walking. My father held onto my hand. Behind me, an old man fell to the ground. Near him was an SS man, putting his revolver back in its holster.

My hand shifted on my father’s arm. I had one thought - not to lose him. Not to be left alone.

The SS officers gave the order: "Form fives!"

Commotion. At all costs we must keep together. "Here, kid, how old are you?"

It was one of the prisoners who asked me this. I could not see his face, but his voice was tense and weary.

"I'm not quite fifteen yet."
"No. Eighteen."
"But I'm not," I said. "Fifteen".
"Fool. Listen to what I say."
Then he questioned my father, who replied: "Fifty".
The other grew more furious than ever.
"No, not fifty. Forty. Do you understand? Eighteen and forty."

He disappeared into the night shadows. A second man came up, spitting oaths at us.
"What have you come here for, you guys? What are you doing here, eh?"
Someone dared to answer him. "What do you think? Do you suppose we've come here for our own pleasure? Do you think we asked to come?"
A little more and the man would have killed him.
"You shut your trap you filthy swine, or I'll squash you right now! You'd have done better to have hanged yourselves where you were than to come here. Didn't you know what was in store for you at Auschwitz? Haven't you heard about it? In 1944?"

No, we had not heard. No one had told us. He could not believe his ears. His tone of voice became increasingly brutal.
"Do you see that chimney over there? See it? Do you see those flames? (Yes, we did see the flames.) Over there - that's where you're going to be taken. That's your grave, over there. Haven't you realized it yet? You dumb guys, don't you understand anything? You're going to be burned. Frizzled away. Turned into ashes."

He was growing hysterical in his fury.
We stayed motionless, petrified. Surely it was all a nightmare? An unimaginable nightmare? We continued our march toward the square. In the middle stood the notorious Dr. Mengele (a typical SS officer; a cruel face, but not devoid of intelligence, and wearing a monocle); a conductor’s baton in his hand, he was standing among the other officers. The baton moved unremittingly, sometimes to the right, sometimes to the left.

I was already in front of him:

"How old are you?" he asked, in an attempt at a paternal tone of voice.

"Eighteen." My voice was shaking.

"Are you in good health?"

"Yes."

"What's your occupation?"

Should I say I was a student?

"Farmer," I heard myself say.

This conversation cannot have lasted more than a few seconds. It had seemed like an eternity to me.

The baton moved to the left. I took a step forward. I wanted to see first where they were sending my father. If he went to the right, I would go after him.

The baton once again pointed to the left for him too. A weight was lifted from my heart.

We did not yet know which was the better side, right or left; which road led to prison and which to the crematory.

But for the moment I was happy; I was near my father.

Our procession continued to move slowly forward.

Another prisoner came up to us: "Satisfied?"

"Yes," someone replied.

"Poor devils, you're going to the crematory."

He seemed to be telling the truth. Not far from us, flames were leaping up from a ditch, gigantic flames. They were burning something. A lorry drew up at the pit and delivered its load - little children. Babies! Yes, I saw it - saw it with my own eyes...those children in the flames. (Is it surprising that I could not sleep after that? Sleep had fled from my eyes.)

So this is where we were going. A little farther on was another ditch for adults.

I pinched my face. Was I still alive? Was I awake? I could not believe it. How could it be possible for them to burn people, children, and for the world to keep silent? No, none of this could be true. It was a nightmare....Soon I should wake with a start, my heart pounding, and find myself back in the bedroom of my childhood, among my books....

My father's voice drew me from my thoughts:

"It's a shame....a shame that you couldn't have gone with your mother....I saw several boys of your age going with their mothers....."

His voice was terribly sad. I realized that he did not want to see what they were going to do to me. He did not want to see the burning of his only son. My forehead was bathed in cold sweat. But I told him that I did not believe that they could burn people in our age, that humanity would never tolerate it....

"Humanity? Humanity is not concerned with us. Today, anything is allowed. Anything is possible, even these crematories....."

His voice was choking.
"Father," I said, "if that's so, I don't want to wait here. I'm going to run into the electric wire. That would be better than slow agony in the flames."

He did not answer. He was weeping. His body was shaking convulsively. Around us, everyone was weeping. Someone began to recite the Kaddish, the prayer for the dead.

I do not know if it had ever happened before, in the long history of the Jews, that people ever recited the prayer for the dead for themselves.

"Yitgadal veyitkadach shme raba....May his name be blessed and magnified...." whispered my father.

For the first time, I felt revolt rise up in me. Why should I bless His name? The Eternal, Lord of the Universe, the All-Powerful and Terrible, was silent. What had I to thank Him for?

We continued our march. We were gradually drawing closer to the ditch, from which an infernal heat was rising. Still twenty steps to go. If I wanted to bring about my own death, this was the moment. Our line had now only fifteen paces to cover. I bit my lip so that my father would not hear my teeth chattering. Ten steps still. Eight. Seven. We marched slowly on, as though following a hearse at our own funeral. Four steps more. Three steps. There it was now, right in front of us, the pit and its flames. I gathered all that was left of my strength, so that I could break from the ranks and throw myself upon the barbed wire. In the depths of my heart, I bade farewell to my father, to the whole universe; in spite of myself, the words formed themselves and issued in a whisper from my lips: Yitgadal veyitkadach shme raba.....May His Name be blessed and magnified....

My heart was bursting. The moment had come. I was face to face with the Angel of Death.

No. Two steps from the pit and we were ordered to turn to the left and made to go into the barracks.
Work Session # 6a:

Model Writing Prompt
Model Writing Prompt

A group of parents and teachers in your school have made a proposal to the school board. In their proposal, they are suggesting that the school join in a national movement called “Shut Down Your Screen Week.” You will read three texts: “Social Media as Community,” “Is Google Making Us Stupid?” and “Attached to Technology and Paying a Price.” As you read these texts, think about what they show you about the issue and what position you will take. Write an essay, in the form of a letter to the teachers, explaining why or why not your school should participate in the national “Shut Down Your Screen Week.” Be sure to use evidence from the texts to support and develop your thinking.
Work Session # 8:

Scoring the PARCC Writing Tasks
Grades 6-12, Prompt for Argument Writing
Common Core Standard W.CCR.1

A group of parents and teachers in your school have made a proposal to the school board. In their proposal, they are suggesting that the school join in a national movement called “Shut Down Your Screen Week.” The parents and teachers in the group believe that not using any electronic media for an entire week would be good for students for many reasons.

They have taken the proposal to a teachers’ meeting, so that teachers can discuss the issue of whether or not to ask their students to participate in the “Shut Down Your Screen Week.” The teachers have decided they would like to hear from the students before they decide.

This is not a simple issue, so you need to think very carefully about it. You have three texts to read relating to the issue: “Social Media as Community,” “Is Google Making Us Stupid?” and “Attached to Technology and Paying a Price.” As you read and re-read these texts, think about what they show you about the issue. Think about what position you will take and what evidence you will use to support your thinking.

Finally, write an essay, in the form of a letter to the teachers, explaining your thinking.

For the essay, your Focusing Question is:

Should your school participate in the national “Shut Down Your Screen Week?” Be sure to use evidence from the texts, as well as your own knowledge, to support and develop your thinking.

Remember, a strong and effective piece of argument writing:

- Takes the audience into account
- Has a clear introduction
- States a focus/position statement clearly, precisely, and thoughtfully
- Uses specific evidence from the text(s) to support and develop the position, and explains that evidence logically
- Takes into account what people who disagree with you might think and tries to respond to that
- Concludes effectively
- Uses precise language
- Shows control over conventions

You will have three class periods to complete this reading/thinking/writing task. The essay will have a single draft, and you may want to take some time to plan your writing before you begin work. When you have finished, be sure to proofread.
Argument Writing
Common Core Standard W.CCR.1

Teacher Directions

- The texts provide the information needed to address the prompt, and students should independently read the texts carefully before writing. Encourage students to refer back to the text while writing and to take notes, and to mark up the text as much as is helpful to them.

- Students should be given three sessions for the prompt. Allow approximately 45 minutes for each, but the prompt should not be strictly timed. Students should be given as much time as needed to plan, write, and proofread.

- The writing must be done without help, but students may have access to personal dictionaries, or any other resources to support spelling and mechanics that they are accustomed to using while writing.
  - Be sure students have paper to take notes or do whatever pre-planning they might choose to do.
  - If students are writing by hand, provide lined paper from your classroom for writing. If they are using a word processor, make sure they save their work so it can be accessed the next day.

- This will be first draft writing, but encourage students to proofread and correct any errors they find.
Social Media as Community

By Keith Hampton

Keith Hampton is an associate professor in the School of Communication and Information at Rutgers, and a past chairman of the American Sociological Association’s section on Communication and Information Technologies.

Updated June 18, 2012 New York Times / Opinion Pages Excerpt

Neither living alone nor using social media is socially isolating. In 2011, I was lead author of an article in Information, Communication & Society that found, based on a representative survey of 2,500 Americans, that regardless of whether the participants were married or single, those who used social media had more close confidants.

The constant feed from our online social circles is the modern front porch.

A recent follow-up study, “Social Networking Sites and Our Lives” (Pew Research Center), found that the average user of a social networking site had more close ties than and was half as likely to be socially isolated as the average American. Additionally, my co-authors and I, in another article published in New Media & Society, found not only that social media users knew people from a greater variety of backgrounds, but also that much of this diversity was a result of people using these technologies who simultaneously spent an impressive amount of time socializing outside of the house.

A number of studies, including my own and those of Matthew Brashears (a sociologist at Cornell), have found that Americans have fewer intimate relationships today than 20 years ago. However, a loss of close friends does not mean a loss of support. Because of cellphones and social media, those we depend on are more accessible today than at any point since we lived in small, village-like settlements.

Social media has made every relationship persistent and pervasive. We no longer lose social ties over our lives; we have Facebook friends forever. The constant feed of status updates and digital photos from our online social circles is the modern front porch. This is why, in “Social Networking Sites and Our Lives,” there was a clear trend for those who used these technologies to receive more social support than other people.

The data backs it up. There is little evidence that social media is responsible for a trend of isolation, or a loss of intimacy and social support.

Used by permission of New York Times.
Is Google Making Us Stupid?

YES
Who doesn't love Google? In the blink of an eye, the search engine delivers useful information about pretty much any subject imaginable. I use it all the time, and I'm guessing you do too.

But I worry about what Google is doing to our brains. What really makes us intelligent isn't our ability to find lots of information quickly. It's our ability to think deeply about that information. And deep thinking, brain scientists have discovered, happens only when our minds are calm and attentive. The greater our concentration, the richer our thoughts.

If we're distracted, we understand less, remember less, and learn less.

That's the problem with Google—and with the Internet in general. When we use our computers and our cellphones all the time, we're always distracted.

The Net bombards us with messages and other bits of data, and every one of those interruptions breaks our train of thought. We end up scatterbrained. The fact is, you'll never think deeply if you're always Googling, texting, and surfing.

Google doesn't want us to slow down. The faster we zip across the Web, clicking links and skimming words and pictures, the more ads Google is able to show us and the more money it makes. So even as Google is giving us all that useful information, it's also encouraging us to think superficially. It's making us shallow.

If you're really interested in developing your mind, you should turn off your computer and your cellphone—and start thinking. Really thinking. You can Google all the facts you want, but you'll never Google your way to brilliance.

Nicholas Carr, Author
The Shallows: What the Internet Is Doing to Our Brains

NO
Any new information technology has both advocates and critics. More than 2,000 years ago, the classical Greek philosopher Socrates complained that the new technology of writing "will create forgetfulness in the learners' souls because they will not use their memories."

Today, Google is the new technology. The Internet contains the world's best writing, images, and ideas; Google lets us find the relevant pieces instantly.
Suppose I'm interested in the guidance computers on Apollo spacecraft in the 1960s. My local library has no books on that specific subject—just 18 books about the Apollo missions in general. I could hunt through those or turn to Google, which returns 45,000 pages, including a definitive encyclopedia article and instructions for building a unit.

Just as a car allows us to move faster and a telescope lets us see farther, access to the Internet’s information lets us think better and faster. By considering a wide range of information, we can arrive at more creative and informed solutions. Internet users are more likely to be exposed to a diversity of ideas. In politics, for example, they are likely to see ideas from left and right, and see how news is reported in other countries.

There's no doubt the Internet can create distractions. But 81 percent of experts polled by the Pew Internet Research Project say the opportunities outweigh the distractions.

Socrates was wrong to fear the coming of the written word: Writing has improved our law, science, arts, culture, and our memory. When the history of our current age is written, it will say that Google has made us smarter—both individually and collectively—because we have ready and free access to information.

Peter Norvig, Director of Research
Google Inc.

SAN FRANCISCO — When one of the most important e-mail messages of his life landed in his in-box a few years ago, Kord Campbell overlooked it. Not just for a day or two, but 12 days. He finally saw it while sifting through old messages: a big company wanted to buy his Internet start-up.

The message had slipped by him amid an electronic flood: two computer screens alive with e-mail, instant messages, online chats, a Web browser and the computer code he was writing. While he managed to salvage the $1.3 million deal after apologizing to his suitor, Mr. Campbell continues to struggle with the effects of the deluge of data. Even after he unplugs, he craves the stimulation he gets from his electronic gadgets. He forgets things like dinner plans, and he has trouble focusing on his family.

This is your brain on computers.

Scientists say juggling e-mail, phone calls and other incoming information can change how people think and behave. They say our ability to focus is being undermined by bursts of information. These play to a primitive impulse to respond to immediate opportunities and threats. The stimulation provokes excitement—a dopamine squirt—that researchers say can be addictive. In its absence, people feel bored.

The resulting distractions can have deadly consequences, as when cellphone-wielding drivers and train engineers cause wrecks. And for millions of people like Mr. Campbell, these urges can inflict nicks and cuts on creativity and deep thought, interrupting work and family life.

While many people say multitasking makes them more productive, research shows otherwise. Heavy multitaskers actually have more trouble focusing and shutting out irrelevant information, scientists say, and they experience more stress. And scientists are discovering that even after the multitasking ends, fractured thinking and lack of focus persist. In other words, this is also your brain off computers.

“The technology is rewiring our brains,” said Nora Volkow, director of the National Institute of Drug Abuse and one of the world’s leading brain scientists. She and other researchers compare the lure of digital stimulation less to that of drugs and alcohol than to food and sex, which are essential but counterproductive in excess.

Technology use can benefit the brain in some ways, researchers say. Imaging studies show the brains of Internet users become more efficient at finding information. And players of some video games develop better visual acuity.
More broadly, cellphones and computers have transformed life. They let people escape their cubicles and work anywhere. They shrink distances and handle countless mundane tasks, freeing up time for more exciting pursuits.

For better or worse, the consumption of media, as varied as e-mail and TV, has exploded. In 2008, people consumed three times as much information each day as they did in 1960. And they are constantly shifting their attention. Computer users at work change windows or check e-mail or other programs nearly 37 times an hour, new research shows.

The nonstop interactivity is one of the most significant shifts ever in the human environment, said Adam Gazzaley, a neuroscientist at the University of California, San Francisco.

“We are exposing our brains to an environment and asking them to do things we weren’t necessarily evolved to do,” he said. “We know already there are consequences.”

Mr. Campbell, 43, came of age with the personal computer, and he is a heavier user of technology than most. But researchers say the habits and struggles of Mr. Campbell and his family typify what many experience — and what many more will, if trends continue. For him, the tensions feel increasingly acute, and the effects harder to shake.

Always On

Mr. Campbell, whose given name is Thomas, had an early start with technology in Oklahoma City. When he was in third grade, his parents bought him Pong, a video game. Then came a string of game consoles and PCs, which he learned to program.

Mr. Campbell loves the rush of modern life and keeping up with the latest information. “I want to be the first to hear when the aliens land,” he said, laughing. But other times, he fantasizes about living in pioneer days when things moved more slowly: “I can’t keep everything in my head.”

No wonder. As he came of age, so did a new era of data and communication. At home, people consume 12 hours of media a day on average, when an hour spent with, say, the Internet and TV simultaneously counts as two hours. That compares with five hours in 1960, say researchers at the University of California, San Diego. Computer users visit an average of 40 Web sites a day, according to research by RescueTime, which offers time-management tools.

As computers have changed, so has the understanding of the human brain. Until 15 years ago, scientists thought the brain stopped developing after childhood. Now they understand that its neural networks continue to develop, influenced by things like learning skills.
So not long after Eyal Ophir arrived at Stanford in 2004, he wondered whether heavy multitasking might be leading to changes in a characteristic of the brain long thought immutable: that humans can process only a single stream of information at a time. He was startled by what he discovered.

The Myth of Multitasking

The test subjects were divided into two groups: those classified as heavy multitaskers based on their answers to questions about how they used technology, and those who were not.

In a test created by Mr. Ophir and his colleagues, subjects at a computer were briefly shown an image of red rectangles. Then they saw a similar image and were asked whether any of the rectangles had moved. It was a simple task until the addition of a twist: blue rectangles were added, and the subjects were told to ignore them.

The multitaskers then did a significantly worse job than the non-multitaskers at recognizing whether red rectangles had changed position. In other words, they had trouble filtering out the blue ones — the irrelevant information.

So, too, the multitaskers took longer than non-multitaskers to switch among tasks, like differentiating vowels from consonants and then odd from even numbers. The multitaskers were shown to be less efficient at juggling problems. Other tests at Stanford, an important center for research in this fast-growing field, showed multitaskers tended to search for new information rather than accept a reward for putting older, more valuable information to work.

Researchers say these findings point to an interesting dynamic: multitaskers seem more sensitive than non-multitaskers to incoming information.

The results also illustrate an age-old conflict in the brain, one that technology may be intensifying. A portion of the brain acts as a control tower, helping a person focus and set priorities. More primitive parts of the brain, like those that process sight and sound, demand that it pay attention to new information, bombarding the control tower when they are stimulated.

Researchers say there is an evolutionary rationale for the pressure this barrage puts on the brain. The lower-brain functions alert humans to danger, like a nearby lion, overriding goals like building a hut. In the modern world, the chime of incoming e-mail can override the goal of writing a business plan or playing catch with the children.

“Throughout evolutionary history, a big surprise would get everyone’s brain thinking,” said Clifford Nass, a communications professor at Stanford. “But we’ve got a large and
growing group of people who think the slightest hint that something interesting might be going on is like catnip. They can’t ignore it.”

Melina Uncapher, a neurobiologist on the Stanford team, said she and other researchers were unsure whether the muddied multitaskers were simply prone to distraction and would have had trouble focusing in any era. But she added that the idea that information overload causes distraction was supported by more and more research.

A study at the University of California, Irvine, found that people interrupted by e-mail reported significantly increased stress compared with those left to focus. Stress hormones have been shown to reduce short-term memory, said Gary Small, a psychiatrist at the University of California, Los Angeles.

Preliminary research shows some people can more easily juggle multiple information streams. These “supertaskers” represent less than 3 percent of the population, according to scientists at the University of Utah.

Other research shows computer use has neurological advantages. In imaging studies, Dr. Small observed that Internet users showed greater brain activity than nonusers, suggesting they were growing their neural circuitry.

At the University of Rochester, researchers found that players of some fast-paced video games can track the movement of a third more objects on a screen than nonplayers. They say the games can improve reaction and the ability to pick out details amid clutter.

“In a sense, those games have a very strong both rehabilitative and educational power,” said the lead researcher, Daphne Bavelier, who is working with others in the field to channel these changes into real-world benefits like safer driving.

There is a vibrant debate among scientists over whether technology’s influence on behavior and the brain is good or bad, and how significant it is. Mr. Ophir is loath to call the cognitive changes bad or good, though the impact on analysis and creativity worries him.

The Toll on Children

The Campbells, father and son, sit in armchairs. Controllers in hand, they engage in a fierce video game battle, displayed on the nearby flat-panel TV, as Lily watches.

They are playing Super Smash Bros. Brawl, a cartoonish animated fight between characters that battle using anvils, explosives and other weapons.

“Kill him, Dad,” Lily screams. To no avail. Connor regularly beats his father, prompting expletives and, once, a thrown pillow. But there is bonding and mutual respect.
Screens big and small are central to the Campbell family’s leisure time. Connor and his mother relax while watching TV shows like “Heroes.” Lily has an iPod Touch, a portable DVD player and her own laptop, which she uses to watch videos, listen to music and play games.

Lily, a second-grader, is allowed only an hour a day of unstructured time, which she often spends with her devices. The laptop can consume her.

“When she’s on it, you can holler her name all day and she won’t hear,” Mrs. Campbell said.

Researchers worry that constant digital stimulation like this creates attention problems for children with brains that are still developing, who already struggle to set priorities and resist impulses.

Connor’s troubles started late last year. He could not focus on homework. No wonder, perhaps. On his bedroom desk sit two monitors, one with his music collection, one with Facebook and Reddit, a social site with news links that he and his father love. His iPhone availed him to relentless texting with his girlfriend.

When he studied, “a little voice would be saying, ‘Look up’ at the computer, and I’d look up,” Connor said. “Normally, I’d say I want to only read for a few minutes, but I’d search every corner of Reddit and then check Facebook.”

His Web browsing informs him. “He’s a fact hound,” Mr. Campbell brags. “Connor is, other than programming, extremely technical. He’s 100 percent Internet savvy.”

No Vacations

For spring break, the family rented a cottage in Carmel, Calif. Mrs. Campbell hoped everyone would unplug. But the day before they left, the iPad from Apple came out, and Mr. Campbell snapped one up. The next night, their first on vacation, “We didn’t go out to dinner,” Mrs. Campbell mourned. “We just sat there on our devices.”

She rallied the troops the next day to the aquarium. Her husband joined them for a bit but then begged out to do e-mail on his phone. Later she found him playing video games.

On Thursday, their fourth day in Carmel, Mr. Campbell spent the day at the beach with his family. They flew a kite and played whiffle ball. Connor unplugged too. “It changes the mood of everything when everybody is present,” Mrs. Campbell said. The next day, the family drove home, and Mr. Campbell disappeared into his office.
Mr. Nass at Stanford thinks the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room.

“The way we become more human is by paying attention to each other,” he said. “It shows how much you care.”

That empathy, Mr. Nass said, is essential to the human condition. “We are at an inflection point,” he said. “A significant fraction of people’s experiences are now fragmented.”
Dear Teachers,

I have recently begun learning about the “Shut Down Your Screen” week. This is a program where kids in school and out of school don't use any electronics for one week. Everyone in your school would participate. This is a way to save the way we think and try something new. My question is should we participate in the national “Shut Down Your Screen Week?” I think it would be a good idea for many reasons.

First, I think we should participate because using too much technology affects the way we think and behave. In the article Attached to Technology and Paying a Price by Matt Richtel it gives many scientifically proven facts that using technology too much affects the way we think. If you are juggling e-mail, phone calls and other incoming information it can lose people’s focus. Also as the text states, “The stimulation provokes excitement that researchers say can be addictive. In its absence, people feel bored.” This means that people can become addicted and when not using technology become bored with things they used to love to do.

Another reason I think we should participate in this program is because using technology while doing something else (multitasking) really just creates more trouble focusing. Scientists did an experiment where they took someone that multitasks and someone that doesn’t. It was proven that even though the multitasker multitasks more, they did a worse job than the other person. Therefore technology and multi-tasking does nothing for you.

Another reason I think we should participate is it puts a bad toll on children. Some people may say that playing a video game or watching a movie with your family helps to bond with family. That may be true, but you can get addicted and not want to do anything else. “Lily, a second grader, is allowed only an hour a day of unstructured time, which she often spends with her
devices.” This shows that kids are playing on devices and not outside or with friends. If we participate, we, the kids, can do other things and be more social.

Therefore, I think we should participate in the “Shut Down Your Screen Week.”

Thank you for your time.

Sincerely,

In this on-demand assignment, students were asked to take a position on whether their school should participate in the national “Shut Down Your Screen Week.” This writer begins by offering context concerning the issue and then asserts the claim that, in her view, the school should participate.

The writer develops her claim with several reasons, which she supports with some relevant, credible evidence, demonstrating her understanding of the topic and the texts she has read. The evidence in this piece comes from those texts. The writer organizes her ideas clearly and supports her claim with logical reasoning. In addition, she acknowledges a counterclaim and then refutes it with support for her own position, which is not required in the Standards for this grade level and, again, includes evidence from the texts. Throughout the essay, the writer uses words, phrases, and clauses as transitions to clarify the relationships among claim, reasons, and evidence and to create cohesion.

The writer maintains a formal style throughout the piece. The conclusion follows from the argument presented but does not significantly support it.
Dear Teachers,

I believe that we should participate in shutdown your screen week. I think that everyone in the school should not use any electronics for one week. Since the invention of the computer, cellphone and other electronics, people have been using them more and more and more. These electronics have big upsides, you’re never alone if you have cell service and Facebook allows people to talk to multiple friends at once when they’re not in the same room, town, state, or country. But they also have their downsides. What makes us truly great is our ability to think deeply and focus, but when we use electronics or the internet we aren’t doing either of these things. In fact, using these things makes us think more shallow and focus less. I think that we should participate in shut down your screen week.

One reason is that using electronics and multi-tasking causes focus problems, on and off computers. In Attached to Technology and Paying a Price by Matt Richtel, it says, “Scientists say juggling email, phone calls, and other incoming information can change how people think and behave. They say our ability to focus is being undermined by bursts of information.” This ability to focus is enormously important, it’s one of the things that we depend on almost every day. Like when you’re driving a car to work or flying a plane. If you’re distracted while doing one of these things it can have dire consequences for yourself and for others. Multi-tasking can also affect creativity, deep thought, causing problems for work and family life. By participating we could give people a chance to develop new habits of not using their phone or computer all the time.

A second reason that we should participate is that heavy multitaskers have trouble filtering out irrelevant information on and off the computer. In Attached to Technology and Paying the Price by Matt Richtel it says the multitaskers “had trouble filtering out the blue ones – the irrelevant information.” If we participated, we could give these people a chance to develop new habits that would help them filter out irrelevant information and only pay attention to the things that are important. For example, if someone’s playing with their daughter, they would check their email every time they received an email instead of focusing on playing with their daughter.

Now, some people say that we shouldn’t participate because technology makes you smarter, why stop doing something that’s helping yourself. In an imaging study by Dr. Small, he found that “Internet users showed greater brain activity than nonusers,
suggesting they were growing their neural circuitry.” While they may be growing their neural circuitry, they were also changing a characteristic of the brain that was thought to be unchangeable, the ability to only process one stream of information at a time. This ability allows humans to think deeply, an important characteristic in today’s society. By changing it, they were preventing themselves from having the ability to think deeply.

Technology is a new thing, and it has many advantages and conveniences. But for many it becomes more than a convenience, it becomes an obsession. For this reason I believe that we should participate in shut down your screen week, to give people a chance to make new habits and make technology a convenience again, not a necessity.
## CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

(Revised July 29, 2014)*

### Research Simulation Task and Literary Analysis Task

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.</td>
<td>The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis, and supporting the analysis with adequate textual evidence.</td>
<td>The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis and supporting the analysis with basic textual evidence.</td>
<td>The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.</td>
<td>The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.</td>
</tr>
<tr>
<td>Comprehension of Key Ideas and Details</td>
<td>The student response addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence;</td>
<td>The student response demonstrates coherence, clarity, and cohesion, making it easy to follow the writer’s progression of ideas;</td>
<td>The student response demonstrates some coherence, clarity, and/or cohesion, making the writer’s progression of ideas usually discernible but not obvious;</td>
<td>The student response lacks coherence, clarity, and cohesion.</td>
<td>The student response is undeveloped and/or inappropriate to the task.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>The student response demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer’s progression of ideas;</td>
<td>The student response establishes and maintains an effective style, attending to the norms and conventions of the discipline.</td>
<td>The student response has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.</td>
<td>The student response has an inappropriate style, with little to no awareness of the norms of the discipline.</td>
<td>The student response is undeveloped and/or inappropriate to the task.</td>
</tr>
<tr>
<td>Written Expression</td>
<td>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</td>
<td>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</td>
<td>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</td>
<td>The student response is undeveloped and/or inappropriate to the task.</td>
<td>The student response is undeveloped and/or inappropriate to the task.</td>
</tr>
<tr>
<td><strong>Knowledge of Language and Conventions</strong></td>
<td>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</td>
<td>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</td>
<td>The student response is undeveloped and/or inappropriate to the task.</td>
<td>The student response is undeveloped and/or inappropriate to the task.</td>
<td>The student response is undeveloped and/or inappropriate to the task.</td>
</tr>
</tbody>
</table>
### Narrative Task (NT)

<table>
<thead>
<tr>
<th>Construct Measured</th>
<th>Score Point 4</th>
<th>Score Point 3</th>
<th>Score Point 2</th>
<th>Score Point 1</th>
<th>Score Point 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Score Point 4</strong></td>
<td>The student response is <strong>effectively</strong> developed with narrative elements and is <strong>consistently appropriate</strong> to the task;</td>
<td>The student response is <strong>mostly effectively</strong> developed with narrative elements and is <strong>mostly appropriate</strong> to the task;</td>
<td>The student response is <strong>minimally</strong> developed with <strong>few</strong> narrative elements and is <strong>limited in its appropriateness</strong> to the task;</td>
<td>The student response is <strong>undeveloped and/or inappropriate</strong> to the task;</td>
</tr>
<tr>
<td>Written Expression</td>
<td><strong>Score Point 3</strong></td>
<td>The student response demonstrates <strong>purposeful</strong> coherence, clarity, and cohesion, making it <strong>easy to follow</strong> the writer’s progression of ideas;</td>
<td>The student response demonstrates coherence, clarity, and cohesion, making it <strong>fairly easy to follow</strong> the writer’s progression of ideas;</td>
<td>The student response demonstrates <strong>limited</strong> coherence, clarity, and/or cohesion, making the writer’s progression of ideas <strong>somewhat unclear</strong>;</td>
<td>The student response has an <strong>inappropriate</strong> style, with <strong>little to no awareness</strong> of the norms of the discipline;</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Knowledge of Language and Conventions</strong></td>
<td>The student response to the prompt demonstrates full <strong>command</strong> of the conventions of standard English at an appropriate level of complexity. There may be a <strong>few minor errors</strong> in mechanics, grammar, and usage, but <strong>meaning is clear</strong>.</td>
<td>The student response to the prompt demonstrates some <strong>command</strong> of the conventions of standard English at an appropriate level of complexity. There may be <strong>errors in mechanics, grammar, and usage that occasionally impede understanding</strong>, but the <strong>meaning is generally clear</strong>.</td>
<td>The student response to the prompt demonstrates limited <strong>command</strong> of the conventions of standard English at an appropriate level of complexity. There may be <strong>errors in mechanics, grammar, and usage that often impede understanding</strong>.</td>
<td><strong>Score Point 0</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Knowledge of Language and Conventions</strong></td>
<td><strong>Score Point 2</strong></td>
<td><strong>Score Point 1</strong></td>
<td><strong>Score Point 1</strong></td>
<td><strong>Score Point 0</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Knowledge of Language and Conventions</strong></td>
<td><strong>Score Point 3</strong></td>
<td><strong>Score Point 2</strong></td>
<td><strong>Score Point 1</strong></td>
<td><strong>Score Point 0</strong></td>
</tr>
</tbody>
</table>

**NOTE:**
- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied.

**Coded Responses:**

- A=No response
- B=Response is unintelligible or undecipherable
- C=Response is not written in English
- D=Off-topic
- E=Refusal to respond
- F=Don’t understand/know

* This rubric is subject to further refinement based on research and study.

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**Revised July 29, 2014**

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**Grades 6-11**

**CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS**

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**Work Session # 8**
Page 17 of 17
Handouts

Diving Deep into the Mississippi CCR Standards for ELA

Grades 6-8
PARCC Model Content Framework - Grade 6

**Reading Complex Texts**
- **A**
  - Literature
  - 1 Extended Text
  - Literature: 2–3
  - Informational texts: 1–2
- **B**
  - Informational
  - Literature: 2–3
  - Informational texts: 1–2
- **C**
  - Literature
  - Literature: 2–3
  - Informational texts: 1–2
- **D**
  - Informational
  - Literature: 2–3
  - Informational texts: 1–2

**Writing to Texts**
- **Routine Writing**
  - Develop & convey understanding
- **4–6 Analyses**
  - Focus on arguments
- **1–2 Narratives**
  - Convey experiences, events and/or procedures

**Research Project**
- **W.6.1–6, 9–10, RL/RI.6.1–10**
- Integrate knowledge from sources when composing

**For Reading and Writing in Each Module**
- Cite evidence RL/RI.6.1
- Analyze content RL/RI.6.2–9, SL.6.2–3
- Study & apply grammar L.6.1–3, SL.6.6
- Study & apply vocabulary L.6.4–6
- Conduct discussions SL.6.1
- Report findings SL.6.4–6

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.*
<table>
<thead>
<tr>
<th><strong>Sixth Grade</strong></th>
<th><strong>Desired Student Performance</strong></th>
<th><strong>A student should be able to do (Evidence of Knowledge)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCR.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</strong></td>
<td><strong>A student should know (Prerequisite Knowledge)</strong></td>
<td><strong>A student should understand (Conceptual Understanding)</strong></td>
</tr>
<tr>
<td><strong>RL.6.5</strong></td>
<td>- Students explain how specific chapters fit together to provide the overall structure of a story; specific scenes fit together to provide the overall structure of a drama; specific stanzas fit together to provide the overall structure of a poem.</td>
<td>- Students understand that writers purposely include specific sentences, chapters, scenes, or stanzas that contribute to the development of the theme, setting, or plot.</td>
</tr>
<tr>
<td>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
<td>- Students know the structural elements of poems, dramas, and prose and can refer to specific elements in writing and speaking.</td>
<td>- Students understand that knowledge of common narrative structure provides support for organizing the ideas and deepening understanding of the text.</td>
</tr>
<tr>
<td></td>
<td>- Students can describe how each successive part of a poem, drama, or story builds on earlier sections.</td>
<td>- Students understand that common narrative structure follows the elements of plot: exposition, rising action, climax, falling action, resolution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students understand that stories may be presented through common narrative structure, through common</td>
</tr>
<tr>
<td></td>
<td></td>
<td>contributes to the</td>
</tr>
</tbody>
</table>
College- and Career-Readiness Standards for English Language Arts

<table>
<thead>
<tr>
<th>narrative structure without conflict, with flashbacks, through multiple character perspectives, or as stories within stories.</th>
<th>development of the plot.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When writing and speaking:</td>
<td></td>
</tr>
<tr>
<td>- Provide an analysis of how a particular sentence, chapter, scene, or stanza fits into the overall structure of the text.</td>
<td></td>
</tr>
<tr>
<td>- Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the theme.</td>
<td></td>
</tr>
<tr>
<td>- Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the setting.</td>
<td></td>
</tr>
<tr>
<td>- Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the plot.</td>
<td></td>
</tr>
</tbody>
</table>

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD
sentence, chapter, scene, stanza, poem, play, drama, structure, theme, setting, plot, plot arc, plot diagram, flashback, stories within stories, multiple character perspectives
Mississippi CCR Standards for ELA

Grades 6-8
College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading
To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.
## Reading Standards for Literature 6–12

The following standards offer a focus for instruction each year and help ensure that students gain adequate 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.

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</td>
<td>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</td>
</tr>
<tr>
<td>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</td>
<td>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Craft and Structure</strong></th>
<th><strong>Craft and Structure</strong></th>
<th><strong>Craft and Structure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
</tr>
<tr>
<td>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
<td>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</td>
<td>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</td>
</tr>
<tr>
<td>6. Explain how an author develops the point of view of the narrator or speaker in a text.</td>
<td>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
<td>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</td>
</tr>
<tr>
<td>Grade 6 students:</td>
<td>Grade 7 students:</td>
<td>Grade 8 students:</td>
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</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</td>
<td>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</td>
<td>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</td>
</tr>
<tr>
<td>8. (Not applicable to literature)</td>
<td>8. (Not applicable to literature)</td>
<td>8. (Not applicable to literature)</td>
</tr>
<tr>
<td>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</td>
<td>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</td>
<td>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</td>
</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
</tr>
<tr>
<td>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</td>
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</table>
# Reading Standards for Literature 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grades 9–10 students:</th>
<th>Grades 11–12 students:</th>
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</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
<td>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</td>
</tr>
<tr>
<td>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Craft and Structure</strong></th>
<th><strong>Craft and Structure</strong></th>
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<tbody>
<tr>
<td>4. Determine the meaning of words and phrases as they are used in the 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; how it sets a formal or informal tone).</td>
<td>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</td>
</tr>
<tr>
<td>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</td>
<td>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</td>
</tr>
<tr>
<td>6. 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.</td>
<td>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</td>
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<table>
<thead>
<tr>
<th><strong>Integration of Knowledge and Ideas</strong></th>
<th><strong>Integration of Knowledge and Ideas</strong></th>
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<tbody>
<tr>
<td>7. Analyze the representation 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 Landscape with the Fall of Icarus).</td>
<td>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</td>
</tr>
<tr>
<td>8. (Not applicable to literature)</td>
<td>8. (Not applicable to literature)</td>
</tr>
<tr>
<td>9. 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).</td>
<td>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</td>
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<table>
<thead>
<tr>
<th><strong>Range of Reading and Level of Text Complexity</strong></th>
<th><strong>Range of Reading and Level of Text Complexity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</td>
<td>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</td>
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</table>
## Reading Standards for Informational Text 6–12

### Key Ideas and Details

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cite textual evidence to support analysis of what the text says explicitly as</td>
<td>1. Cite several pieces of textual evidence to support analysis of what the text</td>
<td>1. Cite the textual evidence that most strongly supports an analysis of what the</td>
</tr>
<tr>
<td>well as inferences drawn from the text.</td>
<td>says explicitly as well as inferences drawn from the text.</td>
<td>text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>2. Determine a central idea of a text and how it is conveyed through particular</td>
<td>2. Determine two or more central ideas in a text and analyze their development</td>
<td>2. Determine a central idea of a text and analyze its development over the course</td>
</tr>
<tr>
<td>details; provide a summary of the text distinct from personal opinions or</td>
<td>over the course of the text; provide an objective summary of the text.</td>
<td>of the text, including its relationship to supporting ideas; provide an objective</td>
</tr>
<tr>
<td>judgments.</td>
<td></td>
<td>summary of the text.</td>
</tr>
<tr>
<td>3. Analyze in detail how a key individual, event, or idea is introduced,</td>
<td>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</td>
<td>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</td>
</tr>
<tr>
<td>illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
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</table>

### Craft and Structure

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
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<tbody>
<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text,</td>
<td>4. Determine the meaning of words and phrases as they are used in a text,</td>
<td>4. Determine the meaning of words and phrases as they are used in a text,</td>
</tr>
<tr>
<td>including figurative, connotative, and technical meanings.</td>
<td>including figurative, connotative, and technical meanings; analyze the impact of</td>
<td>including figurative, connotative, and technical meanings; analyze the impact of</td>
</tr>
<tr>
<td></td>
<td>a specific word choice on meaning and tone.</td>
<td>a specific word choice on meaning and tone, including analogies or allusions to</td>
</tr>
<tr>
<td>5. Analyze how a particular sentence, paragraph, chapter, or section fits into</td>
<td>5. Analyze the structure an author uses to organize a text, including how the</td>
<td>other texts.</td>
</tr>
<tr>
<td>the overall structure of a text and contributes to the development of the ideas.</td>
<td>major sections contribute to the whole and to the development of the ideas.</td>
<td></td>
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<tr>
<td>6. Determine an author’s point of view or purpose in a text and explain how it</td>
<td>6. Determine an author’s point of view or purpose in a text and analyze how the</td>
<td>6. Determine an author’s point of view or purpose in a text and analyze how the</td>
</tr>
<tr>
<td>is conveyed in the text.</td>
<td>author distinguishes his or her position from that of others.</td>
<td>author acknowledges and responds to conflicting evidence or viewpoints.</td>
</tr>
</tbody>
</table>

### Integration of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Integrate information presented in different media or formats (e.g., visually,</td>
<td>7. Compare and contrast a text to an audio, video, or multimedia version of the</td>
<td>7. Evaluate the advantages and disadvantages of using different mediums (e.g.,</td>
</tr>
<tr>
<td>quantitatively) as well as in words to develop a coherent understanding of a</td>
<td>text, analyzing each medium’s portrayal of the subject (e.g., how the delivery</td>
<td>print or digital text, video, multimedia) to present a particular topic or idea.</td>
</tr>
<tr>
<td>topic or issue.</td>
<td>of a speech affects the impact of the words).</td>
<td></td>
</tr>
<tr>
<td>8. Trace and evaluate the argument and specific claims in a text, distinguishing</td>
<td>8. Trace and evaluate the argument and specific claims in a text, assessing</td>
<td>8. Delineate and evaluate the argument and specific claims in a text, assessing</td>
</tr>
<tr>
<td>claims that are supported by reasons and evidence from claims that are not.</td>
<td>whether the reasoning is sound and the evidence is relevant and sufficient;</td>
<td>whether the reasoning is sound and the evidence is relevant and sufficient;</td>
</tr>
<tr>
<td></td>
<td>recognize when irrelevant evidence is introduced.</td>
<td>recognize when irrelevant evidence is introduced.</td>
</tr>
<tr>
<td>9. Compare and contrast one author’s presentation of events with that of another</td>
<td>9. Analyze how two or more authors writing about the same topic shape their</td>
<td>9. Analyze a case in which two or more texts provide conflicting information on</td>
</tr>
<tr>
<td>(e.g., a memoir written by and a biography on the same person).</td>
<td>presentations of key information by emphasizing different evidence or advancing</td>
<td>the same topic and identify where the texts disagree on matters of fact or</td>
</tr>
<tr>
<td></td>
<td>different interpretations of facts.</td>
<td>interpretation.</td>
</tr>
</tbody>
</table>

### Range of Reading and Level of Text Complexity

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. By the end of the year, read and comprehend literary nonfiction in the grades</td>
<td>10. By the end of the year, read and comprehend literary nonfiction in the grades</td>
<td>10. By the end of the year, read and comprehend literary nonfiction at the high</td>
</tr>
<tr>
<td>6–8 text complexity band proficiently, with scaffolding as needed at the high end</td>
<td>6–8 text complexity band proficiently, with scaffolding as needed at the high end</td>
<td>end of the grades 6–8 text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>
### Key Ideas and Details

1. **Craft and Structure**
   - Determine the meaning of words and phrases as they are used in a text, including the application of meaningful language in a context (e.g., how the language of a court opinion differs from that of a newspaper).
   - Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

2. **Integration of Knowledge and Ideas**
   - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
   - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

3. **Craft and Structure**
   - Determine the meaning of words and phrases as they are used in a text, including the application of meaningful language in a context (e.g., how the language of a court opinion differs from that of a newspaper).
   - Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

4. **Integration of Knowledge and Ideas**
   - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
   - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

5. **Craft and Structure**
   - Determine the meaning of words and phrases as they are used in a text, including the application of meaningful language in a context (e.g., how the language of a court opinion differs from that of a newspaper).
   - Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

6. **Integration of Knowledge and Ideas**
   - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
   - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

7. **Craft and Structure**
   - Determine the meaning of words and phrases as they are used in a text, including the application of meaningful language in a context (e.g., how the language of a court opinion differs from that of a newspaper).
   - Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

8. **Integration of Knowledge and Ideas**
   - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
   - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

### Grades 9–10 students: Reading Standards for Informational Text

1. **Craft and Structure**
   - Determine the meaning of words and phrases as they are used in a text, including the application of meaningful language in a context (e.g., how the language of a court opinion differs from that of a newspaper).
   - Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

2. **Integration of Knowledge and Ideas**
   - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
   - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

3. **Craft and Structure**
   - Determine the meaning of words and phrases as they are used in a text, including the application of meaningful language in a context (e.g., how the language of a court opinion differs from that of a newspaper).
   - Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

4. **Integration of Knowledge and Ideas**
   - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
   - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

5. **Craft and Structure**
   - Determine the meaning of words and phrases as they are used in a text, including the application of meaningful language in a context (e.g., how the language of a court opinion differs from that of a newspaper).
   - Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

6. **Integration of Knowledge and Ideas**
   - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
   - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

7. **Craft and Structure**
   - Determine the meaning of words and phrases as they are used in a text, including the application of meaningful language in a context (e.g., how the language of a court opinion differs from that of a newspaper).
   - Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

8. **Integration of Knowledge and Ideas**
   - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
   - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

9. **Craft and Structure**
   - Determine the meaning of words and phrases as they are used in a text, including the application of meaningful language in a context (e.g., how the language of a court opinion differs from that of a newspaper).
   - Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

10. **Integration of Knowledge and Ideas**
    - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
    - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of demanding content and sources. 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. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Writing Standards 6–12

Grade 6: Students:

1. Write arguments to support claims with clear reasons and relevant evidence.
   - Introduce claim(s), counterclaim(s), reasons, and evidence logically.
   - Support claim(s) with logical reasoning and relevant evidence, using accurate language, credible sources, and definitions.
   - Use words, phrases, and clauses to create cohesion and clarify the relationships among ideas and concepts.
   - Establish and maintain a formal style.
   - Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include definitions, concrete details, quotations, or other information and examples.
   - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
   - Establish and maintain a formal style.
   - Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 7: Students:

1. Write arguments to support claims with clear reasons and relevant evidence.
   - Introduce claim(s), counterclaim(s), reasons, and evidence logically.
   - Support claim(s) with logical reasoning and relevant evidence, using accurate language, credible sources, and definitions.
   - Use words, phrases, and clauses to create cohesion and clarify the relationships among ideas and concepts.
   - Establish and maintain a formal style.
   - Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include definitions, concrete details, quotations, or other information and examples.
   - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
   - Establish and maintain a formal style.
   - Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 8: Students:

1. Write arguments to support claims with clear reasons and relevant evidence.
   - Introduce claim(s), counterclaim(s), reasons, and evidence logically.
   - Support claim(s) with logical reasoning and relevant evidence, using accurate language, credible sources, and definitions.
   - Use words, phrases, and clauses to create cohesion and clarify the relationships among ideas and concepts.
   - Establish and maintain a formal style.
   - Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include definitions, concrete details, quotations, or other information and examples.
   - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
   - Establish and maintain a formal style.
   - Provide a concluding statement or section that follows from and supports the information or explanation presented.
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, and to create and publish media. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

4. Produce clear and coherent writing in which ideas are developed and organized and the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

3. Write narratives to develop real or imagined experiences or events using effective technique, such as onranging, describing details, and linking experiences and events. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

2. Use relevant descriptive details to convey actions, create a sense of place, and engage the reader. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

1. 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
## Writing Standards 6-12

### Grade 6 students:

<table>
<thead>
<tr>
<th>Research to Build and Present Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
</tr>
<tr>
<td>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</td>
</tr>
</tbody>
</table>
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  
  b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  a. 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”).  
  b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).  
  b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). |

### Range of Writing

<table>
<thead>
<tr>
<th>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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</table>
Writing Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grades 9–10 students:</th>
<th>Grades 11–12 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>a. 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.</td>
<td>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>b. 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.</td>
<td>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</td>
</tr>
<tr>
<td>c. 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.</td>
<td>c. Use words, phrases, and clauses as well as varied syntax 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.</td>
</tr>
<tr>
<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td>2. 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.</td>
<td>2. 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.</td>
</tr>
<tr>
<td>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
<td>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>b. 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.</td>
<td>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
</tr>
<tr>
<td>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
<td>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
</tr>
<tr>
<td>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
</tr>
<tr>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
<td>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
</tr>
<tr>
<td>f. 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).</td>
<td>f. 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).</td>
</tr>
</tbody>
</table>
## Writing Standards 6–12

### Text Types and Purposes (continued)

<table>
<thead>
<tr>
<th>Grades 9–10 students:</th>
<th>Grades 11–12 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.</strong> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
<td><strong>3.</strong> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
</tr>
<tr>
<td>a. 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.</td>
<td>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</td>
</tr>
<tr>
<td>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</td>
<td>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</td>
</tr>
<tr>
<td>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</td>
<td>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</td>
</tr>
<tr>
<td>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
<td>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
</tr>
<tr>
<td>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
</tr>
</tbody>
</table>

### Production and Distribution of Writing

| 4. **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 5. **5.** 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 Language standards 1–3 up to and including grades 9–10 on page 54.) |
| **5.** 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 Language standards 1–3 up to and including grades 11–12 on page 54.) |
| **6.** 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. |
| **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |

### Research to Build and Present Knowledge

| **7.** 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. |
| **8.** 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. |
| **7.** 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. |
| **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
## Writing Standards 6-12

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<tr>
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</tr>
<tr>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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</tr>
<tr>
<td>a. Apply grades 9–10 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]”).</td>
<td>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</td>
</tr>
<tr>
<td>b. Apply grades 9–10 Reading standards to literary nonfiction (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”).</td>
<td>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <em>The Federalist</em>, presidential addresses]”).</td>
</tr>
</tbody>
</table>

### Range of Writing

<table>
<thead>
<tr>
<th>Grades 9–10 students:</th>
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<tr>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
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</tbody>
</table>
College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.
The following standards for grades 6-12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. 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.

### Grade 8 students:

1. **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues:**
   - a. Come to discussions prepared, having read or studied required material (e.g., text or assigned passages or texts, a part of speeches) and having synched up with other discussion participants. Share relevant listening, reading, and writing strategies that might help another student listened to, read, or responded to others’ comments.
   - b. Ask questions that elicit elaboration and detail by having read and reflect on the text, building on others’ ideas and perspectives.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed and acknowledge differing opinions.

2. **Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue being discussed:**
   - a. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
   - b. Identify the purpose and point of view of authors and speakers (e.g., social, commercial, political) behind the persuasive reasoning expressed in a variety of contexts and persuading others.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed by others and, when warranted, modify their own positions.

3. **Present claims and specific reasons and evidence clearly and accurately, making your ideas accessible to your audience:**
   - a. Use relevant multimedia and visual displays (e.g., charts, diagrams, and video) to present claims and gather support from listeners or readers.
   - b. Analyze the main ideas and supporting details clearly and logically, using the text and your knowledge of the topic as evidence for your views; cite specific passages from the text and personal experiences to strengthen claims. Use relevant facts,ager a logical focus and progression of ideas, and support claims with reasons and evidence.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed by others and, when warranted, modify their own positions.

### Grade 6 students:

1. **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues:**
   - a. Come to discussions prepared, having read or studied required material (e.g., text or assigned passages or texts, a part of speeches) and having synched up with other discussion participants. Share relevant listening, reading, and writing strategies that might help another student listened to, read, or responded to others’ comments.
   - b. Ask questions that elicit elaboration and detail by having read and reflect on the text, building on others’ ideas and perspectives.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed and acknowledge differing opinions.

2. **Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue being discussed:**
   - a. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
   - b. Identify the purpose and point of view of authors and speakers (e.g., social, commercial, political) behind the persuasive reasoning expressed in a variety of contexts and persuading others.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed by others and, when warranted, modify their own positions.

3. **Present claims and specific reasons and evidence clearly and accurately, making your ideas accessible to your audience:**
   - a. Use relevant multimedia and visual displays (e.g., charts, diagrams, and video) to present claims and gather support from listeners or readers.
   - b. Analyze the main ideas and supporting details clearly and logically, using the text and your knowledge of the topic as evidence for your views; cite specific passages from the text and personal experiences to strengthen claims. Use relevant facts, a logical focus and progression of ideas, and support claims with reasons and evidence.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed by others and, when warranted, modify their own positions.

### Grade 7 students:

1. **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues:**
   - a. Come to discussions prepared, having read or studied required material (e.g., text or assigned passages or texts, a part of speeches) and having synched up with other discussion participants. Share relevant listening, reading, and writing strategies that might help another student listened to, read, or responded to others’ comments.
   - b. Ask questions that elicit elaboration and detail by having read and reflect on the text, building on others’ ideas and perspectives.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed and acknowledge differing opinions.

2. **Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue being discussed:**
   - a. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
   - b. Identify the purpose and point of view of authors and speakers (e.g., social, commercial, political) behind the persuasive reasoning expressed in a variety of contexts and persuading others.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed by others and, when warranted, modify their own positions.

3. **Present claims and specific reasons and evidence clearly and accurately, making your ideas accessible to your audience:**
   - a. Use relevant multimedia and visual displays (e.g., charts, diagrams, and video) to present claims and gather support from listeners or readers.
   - b. Analyze the main ideas and supporting details clearly and logically, using the text and your knowledge of the topic as evidence for your views; cite specific passages from the text and personal experiences to strengthen claims. Use relevant facts, a logical focus and progression of ideas, and support claims with reasons and evidence.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed by others and, when warranted, modify their own positions.

### Comprehension and Collaboration:

**Presentation of Knowledge and Ideas**

1. **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues:**
   - a. Come to discussions prepared, having read or studied required material (e.g., text or assigned passages or texts, a part of speeches) and having synched up with other discussion participants. Share relevant listening, reading, and writing strategies that might help another student listened to, read, or responded to others’ comments.
   - b. Ask questions that elicit elaboration and detail by having read and reflect on the text, building on others’ ideas and perspectives.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed and acknowledge differing opinions.

2. **Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue being discussed:**
   - a. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
   - b. Identify the purpose and point of view of authors and speakers (e.g., social, commercial, political) behind the persuasive reasoning expressed in a variety of contexts and persuading others.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed by others and, when warranted, modify their own positions.

3. **Present claims and specific reasons and evidence clearly and accurately, making your ideas accessible to your audience:**
   - a. Use relevant multimedia and visual displays (e.g., charts, diagrams, and video) to present claims and gather support from listeners or readers.
   - b. Analyze the main ideas and supporting details clearly and logically, using the text and your knowledge of the topic as evidence for your views; cite specific passages from the text and personal experiences to strengthen claims. Use relevant facts, a logical focus and progression of ideas, and support claims with reasons and evidence.
   - c. Pose questions that connect the ideas of several speakers to clarify issues, draw on evidence from texts, or offer new perspectives.
   - d. Acknowledge new information expressed by others and, when warranted, modify their own positions.
### Speaking and Listening Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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<tr>
<th>Grades 9-10 students:</th>
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</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
</tr>
</tbody>
</table>
| 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
   a. 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.  
   b. Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  
   c. 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.  
   d. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
   a. 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.  
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  
   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |

### Presentation of Knowledge and Ideas

| 4. 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. | 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 5. 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. | 5. 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. |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.) | 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) |
College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note on range and content of student language use
To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
## Language Standards 6-12

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. 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. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

### Conventions of Standard English

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</strong></td>
<td><strong>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</strong></td>
<td><strong>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</strong></td>
</tr>
<tr>
<td>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</td>
<td>a. Explain the function of phrases and clauses in general and their function in specific sentences.</td>
<td>a. Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences.</td>
</tr>
<tr>
<td>b. Use intensive pronouns (e.g., myself, ourselves).</td>
<td>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</td>
<td>b. Form and use verbs in the active and passive voice.</td>
</tr>
<tr>
<td>c. Recognize and correct inappropriate shifts in pronoun number and person.*</td>
<td>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</td>
<td>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</td>
</tr>
<tr>
<td>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</td>
<td></td>
<td>d. Recognize and correct inappropriate shifts in verb voice and mood.*</td>
</tr>
<tr>
<td>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</td>
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<td></td>
</tr>
<tr>
<td><strong>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</strong></td>
<td><strong>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</strong></td>
<td><strong>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</strong></td>
</tr>
<tr>
<td>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</td>
<td>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</td>
<td>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</td>
</tr>
<tr>
<td><strong>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</strong></td>
<td><strong>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</strong></td>
<td><strong>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</strong></td>
</tr>
<tr>
<td>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</td>
<td>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</td>
<td>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</td>
</tr>
<tr>
<td>b. Maintain consistency in style and tone.*</td>
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</tbody>
</table>

### Knowledge of Language

<table>
<thead>
<tr>
<th>Grade 6 students:</th>
<th>Grade 7 students:</th>
<th>Grade 8 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</strong></td>
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<td><strong>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</strong></td>
</tr>
<tr>
<td>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</td>
<td></td>
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</tr>
</tbody>
</table>
Language Standards 6–12

<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 6 students:</strong></td>
</tr>
<tr>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>a. 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.</td>
</tr>
<tr>
<td>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <em>audience</em>, <em>auditory</em>, <em>audible</em>).</td>
</tr>
<tr>
<td>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
</tr>
<tr>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
</tr>
</tbody>
</table>

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., *personification* in context).
- b. Use the relationship between particular words (e.g., *cause/effect*, *part/whole*, *item/category*) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
### Language Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<table>
<thead>
<tr>
<th>Grades 9-10 students:</th>
<th>Grades 11-12 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
<td><strong>Conventions of Standard English</strong></td>
</tr>
<tr>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>a. Use parallel structure.*</td>
<td>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</td>
</tr>
<tr>
<td>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</td>
<td>b. Resolve issues of complex or contested usage, consulting references (e.g., <em>Merriam-Webster's Dictionary of English Usage</em>, <em>Garner's Modern American Usage</em>) as needed.</td>
</tr>
<tr>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
<td>a. Observe hyphenation conventions.</td>
</tr>
<tr>
<td>b. Use a colon to introduce a list or quotation.</td>
<td>b. Spell correctly.</td>
</tr>
<tr>
<td>c. Spell correctly.</td>
<td></td>
</tr>
</tbody>
</table>

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
   a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type.  
   a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
## Language Standards 6–12

<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use</th>
<th>Grades 9–10 students:</th>
<th>Grades 11–12 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.</strong> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</td>
<td></td>
</tr>
<tr>
<td>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td></td>
</tr>
<tr>
<td>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</td>
<td>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</td>
<td></td>
</tr>
<tr>
<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</td>
<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</td>
<td></td>
</tr>
<tr>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
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<td></td>
</tr>
<tr>
<td><strong>5.</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td></td>
</tr>
<tr>
<td>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</td>
<td>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</td>
<td></td>
</tr>
<tr>
<td>b. Analyze nuances in the meaning of words with similar denotations.</td>
<td>b. Analyze nuances in the meaning of words with similar denotations.</td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong> Acquire and use accurately 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.</td>
<td><strong>6.</strong> Acquire and use accurately 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.</td>
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