ENGLISH LANGUAGE ARTS
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READING LITERATURE

RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	1) Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts.
	2) Distinguish between connotations and denotations of words for understanding.
	3) Participate actively and appropriately in discussions about literary texts.
	4) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	5) Use appropriate academic or domain-specific words when discussing or writing about literature.
	6) Select and apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
	7) Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
	8) Demonstrate comprehension of a text with after reading strategies by
	a) explaining the main ideas
	b) identifying what is directly stated in the text
	c) drawing inferences
	d) drawing conclusions
	e) verifying or adjusting predictions
	f) making new predictions
	g) paraphrasing and summarizing
	h) making connections between the text and oneself
	9) Identify multiple pieces of evidence to suggest logically what might be true about characters, setting, plot, etc.
	10) Determine and state multiple pieces of evidence that confirms the important ideas and messages of a literary text.
RL2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
	1) Present details and examples in a focused, coherent manner.
	2) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	3) Use appropriate academic or domain-specific words when discussing or writing about literature.
	4) Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle and end of a text.
	5) Track and examine significant details of character and plot development, repeated words, ideas, and/or symbols through a text.
	6) Use significant details of character and plot development, repeated words, ideas, and/or symbols to formulate a theme.
	7) Use a variety of transition words to convey sequence.
RL3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	

	1) Use precise words and descriptive details to convey events.
	2) Use evidence from a literary text to support analysis.
	3) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	4) Use appropriate academic or domain-specific words correctly when writing about or discussing literature.
	5) Examine and discuss the basic elements of plot structure and characterization.
	6) Present claims emphasizing the most important points supported by pertinent descriptions and details.
	7) Examine and discuss the basic elements of drama structure.
	8) Make connections between or among elements of plot or drama structure and characters to determine their effect upon each other.
RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama	
	1) Use context as a clue to the meaning of words and phrases.
	2) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
	3) Verify an inferred meaning of a word or phrase in a dictionary.
	4) Use evidence from a literary text to support analysis of word choice.
	5) Demonstrate an understanding of figurative language and connotation.
	6) Examine the author's purpose in using sound elements of words.
	7) Use evidence from a literary text to determine tone.
RL5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
	1) Analyze how elements of a literary text interact.
	2) Demonstrate an understanding of and distinguish between dramatic structures and poetic forms.
	3) Examine how parts of dramatic structure or poetic forms connect to other parts of the text to clarify meaning.
	4) Examine how parts of dramatic structure or poetic forms help clarify or fulfill the author's purpose.
	5) Use evidence from literary texts to support analysis of a drama's or poem's form or structure.
RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
	1) Use vocabulary knowledge when considering words and phrases important to comprehension.
	2) Apply knowledge of point of view and characterization to determine multiple narrators.
	3) Analyze inferences drawn from a literary text.
	4) Explain how multiple narrators/speakers are alike and different.
	5) Examine the conflicting views of multiple narrators/speakers to develop a broad view of the action, characters, or ideas in a literary text.
	6) Use dialogue to develop characters.
RL7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	

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	1) Support ideas with relevant evidence. 2) Use evidence from literary texts to support reflection. 3) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4) Use appropriate academic or domain-specific words when discussing or writing about literature. 5) Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text. 6) Use details presented in diverse media and formats. 7) Explain the likenesses and differences of a literary text versus an audio or a visual version of a literary text. 8) Explain the likenesses and differences among an audio, filmed, or staged version of a literary text. 9) Explain the effects produced through audio, filmed, or staged versions of a literary text. 10) Demonstrate knowledge of techniques available to produce an audio, filmed, or staged version of a literary text.
RL8 (not applicable to literature)	
RL9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
	1) Demonstrate the behaviors of a strategic reader to a given literary text. 2) Use evidence from literary and informational texts to support analysis and reflection. 3) Present findings using pertinent details and facts. 4) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 5) Use appropriate academic or domain-specific words when discussing or writing about literature. 6) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7) Distinguish between historical fiction and an historical account. 8) Compare specific texts addressing the same time period in historical fiction and an historical account. 9) Explain the author's purpose in changing historical fact in a fictional text.
RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	1) Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. 2) Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary. 3) Set personal goals and conference regularly with adults to improve reading.

READING INFORMATION

RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

	- Use relationships between words for understanding. - Distinguish between connotations and denotations of words for understanding. - Participate actively and appropriately in discussions about informational texts. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Use appropriate academic or domain-specific words when discussing or writing about informational texts. - Select and apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. - Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience. - Demonstrate comprehension of a text with after reading strategies by - explaining the central ideas - identifying what is directly stated in the text - drawing inferences - drawing conclusions - verifying or adjusting predictions - making new predictions - paraphrasing and summarizing - making connections between the text and oneself. - Identify multiple pieces of evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc. - Determine and state multiple pieces of evidence that confirm the meaning of an informational text.
Rl2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
	- Use a variety of transition words to convey relationships between and among ideas. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Use appropriate academic or domain-specific words when discussing or writing about informational text. - Paraphrase to state or compose an unbiased summary that includes central ideas and significant supporting information for those ideas from across the text. - Track and examine significant pieces of information developed throughout a text. - Synthesize significant information developed through the text to formulate two or more central ideas. - Present findings/information in a focused, coherent manner.
RI3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	

	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension. • Determine the purpose of an individual, event, or idea within an informational text. • Determine the relationships between or among individuals, events or ideas within a text. • Draw conclusions about the relationships among individuals, events, or ideas within a text. • Examine the effect created by the relationships between or among individuals, events or ideas within a text. • Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect.
RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.	
	• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). • Determine the suggested meaning of connotations of words that address the same technical meaning. • Gather vocabulary knowledge when considering a word or phrase important to comprehension. • Use context as a clue to the meaning of a word or phrase. • Determine the meaning of figures of speech in context. • Use evidence from an informational text to determine the effect of word choice on meaning and tone of the text. • Examine word choice as an aid to comprehension and a clue to tone.
RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
	• Use grade-appropriate academic and domain-specific words when explaining the roles of major portions of the text. • Identify the author's purpose for a grade-appropriate informational text. • Identify the most important sections of the text. • Examine how the identified important sections of the text add to the growth of ideas in the text. • Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc. • Use evidence from informational texts to support analysis of text structure.
RI6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
	• Use words, phrases, and clauses to clarify the relationships between claims and reasons. • Use appropriate transitions to clarify the relationships among ideas. • Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas). • Examine the organization of the text to determine how the author's position is compared or contrasted to other positions. • Determine the difference between an author's position and any opposing positions.
RI7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words.)	

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	• Determine how sound and sight affect the perception of words. • Support ideas with relevant evidence. • Use information presented in diverse media and formats. • Explain the likenesses and differences of a text versus an audio or visual version of the same text. • Draw conclusions about the positive and negative aspects of a text, audio, or visual version of the same text.
RI8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
	• Use knowledge of words, phrases, and clauses to clarify the relationship between claims and support. • Assess the value of the argument based upon supported claims • Assess the credibility and accuracy of evidence. • Demonstrate knowledge of the organizational pattern of an argument. • Delineate an argument and specific claims, evaluating credibility of the reasoning and the relevance and adequacy of the evidence.
RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
	• Use evidence from informational texts to support analysis. • Present findings using pertinent evidence. • Compare and contrast important information about the same topic presented by one author versus others. • Explain how the focus on different information alters a reader's understanding of a topic. • Explain how conclusions drawn about information alters a reader's understanding of a topic. • Use knowledge of point of view and bias.
RI10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	• Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. • Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary. • Set personal goals and conference regularly with adults to improve reading.

WRITING

W1 Write arguments to support claims with clear reasons and relevant evidence.	
W1.a Introduce claim(s), acknowledge alternate claims, and organize the reasons and evidence	1) Adapt the prewriting stage of the writing process to an argument, including developing alternate claims 2) Gather information to support claims. 3) Compose a draft of an introduction that presents a claim or claims and addresses any alternate claim or claims

logically.	

W1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	1) Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims**.**
	2) Use an established procedure to determine the accuracy of sources
	3) Compose a draft of the body with attention to
	   a) effective organization of support for a claim or claims
	   b) formation of complete sentences
	   c) spelling correctly
	   d) selection of simple, compound, complex, or compound-complex sentences to show relationships among ideas
	   e) subject-verb and pronoun antecedent agreement
	   f) frequently-confused words.
	   g) inappropriate shifts in pronoun number and person

W1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	1) Combine ideas with the appropriate word or words that promote unity among claims and the confirmation of reasons. 2) Apply academic vocabulary to express relationships precisely. 3) Use transitions purposefully to support unity.
W1.d Establish and maintain a formal style.	1) Identify and apply those elements that distinguish formal from informal style. 2) Maintain consistency in style and tone.

W1.e Provide a concluding statement or section that follows from and supports the argument presented.	1) Compose a draft of a conclusion that integrates key components of the argument and provides reinforcement for the argument.
	2) Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose.
	3) Edit for
	   a) correction of spelling
	   b) punctuation of nonrestrictive/parenthetical elements
	   c) frequently confused words
	   d) correction of vague pronouns
	   e) correction of inappropriate shifts in verb tense
	   f) correction of misplaced and dangling modifiers
	4) Revise for varying sentence patterns for meaning, reader/listener interest, and style
	5) Prepare the final product for presentation and/or publication

**W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

W2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification,	1) Adapt planning and prewriting to address the demands of an informative text, including
	   a) refining the focus of a topic
	   b) gathering information on a specific topic
	   c) examining information to determine the ideas and concepts
	   d) effectively organizing of information within an established structure
	   e) including appropriate text features to aid understanding

comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	2) Compose a draft of an introduction that presents a thesis clearly and establishes the important concepts and ideas.

W2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	1) Gather information about a topic and compare and contrast that information from a variety of reliable print and digital sources.
	2) Determine the most appropriate information gathered from a variety of reliable sources.
	3) Compose a draft of the body with attention to
	   a) effective organization of information
	   b) recognition of variations from standard English and use of strategies to improve expression in conventional language.
	   c) placement and function of phrases and clauses in sentences
	   d) subject-verb and pronoun antecedent agreement
	   e) formation of complete sentences
	   f) frequently-confused words
	   g) recognition of inappropriate shifts in pronoun number and person
	4) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

W2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	1) Use accurately grade-appropriate general academic and domain-specific words 2) Use words or phrases important to comprehension 3) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 4) Use transitions purposefully to promote unity and comprehension.
W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	1) 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 2) Consult reference materials to clarify and/or verify the precise meaning of a word or phrase.
W2.e Establish and maintain a formal style	1) Distinguish those elements that create formal from informal style. 2) Use specific words or phrases that support a consistent formal style. 3) Vary sentence patterns for meaning, reader/listener interest, and style. 4) Maintain consistency in style and tone.

W2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.	1) Compose a draft of a conclusion that
	  a) integrates key components of the explanation and
	  b) provides reinforcement for the explanation of a topic.
	2) Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose.
	3) Edit for
	  a) correct spelling
	  b) punctuation of nonrestrictive/parenthetical elements
	  c) correction of vague pronouns
	  d) correction of misplaced and dangling modifiers
	4) Revise for choosing words and phrases for effect and to convey ideas precisely
	5) Prepare the final product for presentation and/or publication

W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	

W3.a 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.	1) Adapt the prewriting stage of the writing process to a narrative piece, e.g.,
	  a) focus on an experience or event,
	  b) begin development of a character or characters and conflict, and
	  c) outline a plot.
	2) Compose a draft of an introduction that
	  a) reveals the character or characters and the conflict and
	  b) establishes the beginning of a plausible plot development.
	3) Establish the role of the narrator contrasting it to the roles of other characters

W3.b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.	1) Compose a draft of the body of a narrative with a plausible set of characters and events
	2) Compose with attention to
	  a) choosing words and phrases for effect and to convey ideas precisely
	  b) choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
	  c) formation of complete sentences
	  d) subject-verb and pronoun-antecedent agreement
	  e) varying sentence patterns for meaning, reader/listener interest, and style.
	  f) maintaining consistency in style and tone.
	  g) recognition of inappropriate shifts in pronoun number and person
	3) Apply knowledge of characterization and plot development and their effect upon each other.

W3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to setting to another.	1) Choose language that expresses ideas precisely and concisely. 2) Use accurately grade-appropriate general academic words 3) Use words or phrases important to comprehension 4) Use transition words purposefully to promote comprehension.

W3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	1) 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 2) Consult print or digital reference materials to clarify the precise meaning of a word 3) Verify the meaning of a word or phrase by checking a dictionary 4) Use figures of speech

W3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.	1) Compose a draft of a conclusion that considers the events in the narrative, draws the events together, and clarifies them.
	2) Apply the revision and editing stages of the writing process to the narrative
	3) Edit for
	   a) punctuation used for effect
	   b) frequently-confused words
	   c) correction of vague pronouns
	   d) correction of misplaced and dangling modifiers
	4) Revise for
	   a) choosing words and phrases for effect and to convey ideas precisely
	   b) varying sentence patterns for meaning, reader/listener interest, and style
	   c) punctuation of nonrestrictive/parenthetical elements
	5) Prepare the final product for presentation and/or publication

W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
	1) See W1, W2, W3, and W7 for specific application.
W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3.)	
	1) See W1, W2, W3, and W7 for specific application. 2) See SL1, SL4, and SL5 for specific application.
W6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
	1) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 2) Apply computer literacy and keyboarding skills at the Intermediate level as defined in "A Companion to the Maryland Technology Literacy Standards for Students." 3) Use network resources effectively and efficiently. 4) Use technology responsibly. 5) Use technology to enhance learning and collaboration. 6) Use technology for communication. 7) Use technology to locate, evaluate, and organize information. 8) Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions

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W7 Conduct short research projects to answer a question, drawing on several sources, and generating additional related, focused questions for further research and investigation.	
	1) Follow an inquiry process.
	2) Define a problem, formulate questions, and refine a problem and/or question.
	3) Locate and evaluate resources.
	4) Find data and/or information within a variety of print or digital sources.
	5) Use a variety of formats to prepare the findings/conclusions for sharing.
	6) Share findings and/or conclusions through a variety of print and multimedia venues.
W8 Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
	1) Locate and evaluate resources.
	2) Develop search terms vocabulary and searching strategies.
	3) Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions.
	4) Evaluate and analyze the quality, accuracy, and sufficiency of notes.
	5) Use appropriate bibliographic information.
W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W9a 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").	1) Write in response to grade-level print, non-print, and digital literary or informational text(s).
W9b 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").	1) Write in response to grade-level print, non-print, and digital literary or informational text(s).
W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a	

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	1) Adjust the writing process as necessary for different grade-appropriate writing tasks, purposes, and audiences.
	2) Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.

LANGUAGE

L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

L1.a Explain the function of phrases and clauses in general and their function in specific sentences.	1) Analyze professional, peer, and their own writing for their use of phrases and clauses.
	2) Describe the use of a phrase or clause in a specific sentence.
	3) Apply an understanding of the formation and the function of phrases and clauses i.e.,
	  a) verb, prepositional, and appositive phrases
	  b) independent versus dependent (noun, adjective, and adverb) clauses

L1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	1) Apply an understanding of how clauses create relationships between and among ideas in a sentence. 2) Apply an understanding of how sentence types create relationships between and among ideas. 3) Analyze the use of simple, compound, complex, and compound-complex sentences in professional, peer, and their own writing. 4) Use a variety of clauses to convey sequence. 5) Use clauses to clarify the relationships among claims, reason, and evidence.
L1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	1) Produce clear and coherent writing through revision. 2) Analyze the effect of placement of phrases and clauses on meaning in professional, peer, and their own writing. 3) Apply an understanding of the relationship between the placement of phrases and clauses and clarity of meaning. 4) Strengthen writing by editing to correct misplaced and dangling modifiers.
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L2.a Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old {,} green shirt*).	1) Apply an understanding of the difference between coordinate adjectives and adjectives in a series. 2) Apply an understanding of punctuation to produce clear writing. 3) Strengthen writing by editing for correct punctuation to separate coordinate adjectives. 4) Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning.
L2.b Spell correctly.	1) Spell correctly grade-appropriate general academic and domain-specific words. 2) Use print, digital, and internalized knowledge resources to support correct spelling.
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and	1) Apply an understanding of denotation and connotation and their effect upon meaning in speech or writing. 2) Analyze professional, peer, and their own writing or speech to determine the effect of word choice upon meaning. 3) Apply an understanding of how inexact or repetitive language affects meaning in speech and writing. 4) Strengthen speech or writing by revising sentences for precision and conciseness.

redundancy.	
L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	
L4.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.	1) Apply an understanding of the various types of context clues to determine word or phrase meaning. 2) Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.
L4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).	1) Apply an understanding of basic word parts as clues to word meaning. 2) Apply an understanding of root word families to determine the meaning of a word.
L4.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 or its part of speech.	1) Strengthen writing by using reference materials both print and digital to refine word choices.
L4.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).	1) Apply an understanding of the skills in L4 a-c to verify word meaning.
L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	1) Apply knowledge of figurative language including literary, biblical, and mythological allusions to a critical reading of a text. 2) Use sensory language to capture the action and convey experiences and events. 3) Determine the meaning of words and phrases as they are used in a text including figurative language. 4) Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.

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L5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	1) Apply an understanding of connections between words including synonym/antonym and analogy to a critical reading of a text. 2) Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.
L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	1) Use precise words to capture the action and convey experiences and events. (See CCSS 7 W3.d.) 2) Analyze professional, peer, and their own writing to determine how word choice contributes to meaning. 3) Apply an understanding of connotation to judge word choice.
L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	1) Apply skills identified in CCSS 7 L4a, L4b, L4c, L4d and L5a, L5b, L5c to increase vocabulary and differentiate between word choices to improve writing and speaking.

SPEAKING & LISTENING

SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
SL1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	1) Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. 2) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 3) Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. 4) Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas. 5) Conduct focused research as necessary to prepare for discussions. 6) Access prior knowledge to extend the topic under discussion.
SL1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	1) Redirect the discussion as needed to meet goals and deadlines. 2) Organize the group by assuming specific roles as needed. 3) Come to consensus on a framework for a collegial discussion. 4) Come to consensus on and monitor specific benchmarks to evaluate progress toward meeting discussion goals and deadlines. 5) Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary.

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SL1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Demonstrate collegiality when asking and responding to questions and comments. 3) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4) Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.
SL1.d Acknowledge new information expressed by others and, when warranted, modify their own views.	1) Attend to the contributions of others by paraphrasing or summarizing new evidence. (See CCSS 7 RL/RI 2) 2) Adjust their opinions as necessary based on credible evidence.
**SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.**	
	1) Determine both the explicit and the implicit ideas found in non-print texts, including digital texts and other forms of media. 2) Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.
**SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.**	
	1) 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. 2) Apply critical listening strategies to determine the speaker's argument and claims. 3) Align specific claims to their supporting reasons to identify gaps in support. 4) Identify evidence that is irrelevant to the argument. 5) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. 6) Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text. 7) Identify and explain errors in reasoning.
**SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.**	
	1) Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. 2) Address audience needs by including complete support and emphasizing the most important points in a coherent manner. 3) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
**SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**	
	1) Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points. 2) Follow fair use policies when incorporating multimedia components from other sources.
**SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or**	

appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	
	1) Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.