

## Arkansas English Language Arts Standards Grades 6-12

### Anchor Standards for Reading

<b>Key Ideas and Details</b>	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.
<b>Craft and Structure</b>	4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/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, stanza) relate to each other and the whole.
	6 Assess how point of view, perspective, and/or purpose shapes the content and style of a text.
<b>Integration of Knowledge and Ideas</b>	7 Integrate and evaluate content presented in diverse media and formats.
	8 Analyze 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 of the author(s).
<b>Range of Reading and Level</b>	10 Read and comprehend complex literary and informational texts independently and proficiently.

### Grade-Level Standards for Reading Literature

Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.	<b>RL.11-12.1</b> 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.
<b>RL.6.2</b> Examine a <i>grade-appropriate</i> literary text <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i>.</li> <li>● Determine a <i>theme</i> of a text and how it is conveyed through particular details.</li> </ul>	<b>RL.7.2</b> Examine a <i>grade-appropriate</i> literary text. <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i>.</li> <li>● Determine a <i>theme</i> of a text and analyze its development over the course of the text.</li> </ul>	<b>RL.8.2</b> Examine a <i>grade-appropriate</i> literary text. <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i>.</li> <li>● Determine a <i>theme</i> of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</li> </ul>	<b>RL.9-10.2</b> Examine a <i>grade-appropriate</i> literary text. <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i>.</li> <li>● Determine a <i>theme</i> of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.</li> </ul>	<b>RL.11-12.2</b> Examine a <i>grade-appropriate</i> literary text. <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i>.</li> <li>● Determine two or more <i>themes</i> 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.</li> </ul>
<b>RL.6.3</b> Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.	<b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imagery affects the mood of the text, how characters' decisions affect the plot).	<b>RL.8.3</b> 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.	<b>RL.9-10.3</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the <i>theme</i> .	<b>RL.11-12.3</b> Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

<b>RL.6.4</b> 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/or <i>tone</i> .	<b>RL.7.4</b> 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.	<b>RL.8.4</b> 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/or <i>tone</i> , including analogies or allusions to other texts when applicable.	<b>RL.9-10.4</b> 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 <i>tone</i> ).	<b>RL.11-12.4</b> 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 <i>tone</i> , including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
<b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the <i>theme</i> , setting, or plot.	<b>RL.7.5</b> Analyze how particular elements of a drama or poem (e.g., scene, stage direction, monologue, or stanza) fit into the overall structure and contribute to its meaning.	<b>RL.8.5</b> 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.	<b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<b>RL.11-12.5</b> 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.
<b>RL.6.6</b> Explain how an author develops the <i>point of view</i> and/or <i>perspective</i> of the narrator or speaker in a text.	<b>RL.7.6</b> Analyze how an author develops and contrasts the points of view and/or <i>perspectives</i> of different characters or narrators in a text.	<b>RL.8.6</b> Analyze how differences in the points of view and/or <i>perspectives</i> of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>RL.9-10.6</b> Analyze a particular <i>point of view</i> , <i>perspective</i> , or cultural experience reflected in a work of literature, including works from outside the United States.	<b>RL.11-12.6</b> Analyze a case in which grasping <i>perspective</i> and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<b>RL.6.7</b> 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.	<b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or <i>multimedia</i> version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>RL.8.7</b> 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.	<b>RL.9-10.7</b> 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 <u>Landscape with the Fall of Icarus</u> ).	<b>RL.11-12.7</b> 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.
<b>RL.6.8</b> Not applicable to literature.	<b>RL.7.8</b> Not applicable to literature.	<b>RL.8.8</b> Not applicable to literature.	<b>RL.9-10.8</b> Not applicable to literature.	<b>RL.11-12.8</b> Not applicable to literature.
<b>RL.6.9</b> 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 <i>themes</i> and topics.	<b>RL.7.9</b> 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>RL.8.9</b> Analyze how a modern work of fiction draws on <i>themes</i> , patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, describing how the original material is adapted.	<b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a <i>theme</i> or topic from Ovid or the <u>Bible</u> ; how a later author draws on a play by Shakespeare).	<b>RL.11-12.9</b> Analyze how two or more influential literary works from the same time period address similar <i>themes</i> or topics.

<p><b>RL.6.10</b> 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.</p>	<p><b>RL.7.10</b> 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.</p>	<p><b>RL.8.10</b> 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.</p>	<p><b>RL.9-10.10</b> 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.</p>	<p><b>RL.11-12.10</b> By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 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 11-12 text complexity band independently and proficiently.</p>
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Grade-Level Standards for Reading Informational Text				
Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<p><b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.</p>	<p><b>RI.11-12.1</b> 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.</p>
<p><b>RI.6.2</b> Examine a <i>grade-appropriate</i> informational text.  <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i>.</li> <li>● Determine a central idea and how it is conveyed through particular details.</li> </ul> </p>	<p><b>RI.7.2</b> Examine a <i>grade-appropriate</i> informational text.  <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i>.</li> <li>● Determine a central idea in a text and analyze its development.</li> </ul> </p>	<p><b>RI.8.2</b> Examine a <i>grade-appropriate</i> informational text.  <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i> of the text.</li> <li>● Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.</li> </ul> </p>	<p><b>RI.9-10.2</b> Examine a <i>grade-appropriate</i> informational text.  <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i> of the text.</li> <li>● Determine a 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.</li> </ul> </p>	<p><b>RI.11-12.2</b> Examine a <i>grade-appropriate</i> informational text.  <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i> of the text.</li> <li>● Determine two or more 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 provide a complex analysis.</li> </ul> </p>
<p><b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>RI.7.3</b> 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).</p>	<p><b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p><b>RI.9-10.3</b> Analyze how the author structures 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.</p>	<p><b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
<p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and <i>tone</i>.</p>	<p><b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and <i>tone</i>, including analogies or allusions to other texts when applicable.</p>	<p><b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and <i>tone</i> (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p><b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>
<p><b>RI.6.5</b> 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.</p>	<p><b>RI.7.5</b> 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.</p>	<p><b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p><b>RI.9-10.5</b> 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., section, chapter).</p>	<p><b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.</p>

<p><b>RI.6.6</b> Determine an author's <i>point of view, perspective</i>, and/or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>RI.7.6</b> Determine an author's <i>point of view, perspective</i>, and/or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p><b>RI.8.6</b> Determine an author's <i>point of view, perspective</i>, and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><b>RI.9-10.6</b> Determine an author's <i>point of view, perspective</i>, and/or purpose in a text and analyze how an author uses rhetoric to advance that <i>point of view, perspective</i>, or purpose.</p>	<p><b>RI.11-12.6</b> Determine an author's <i>point of view, perspective</i>, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>
<p><b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p><b>RI.7.7</b> Compare and contrast a text to an audio, video, or <i>multimedia</i> 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).</p>	<p><b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, <i>multimedia</i>) to present a particular topic or idea.</p>	<p><b>RI.9-10.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and <i>multimedia</i>), determining which details are emphasized in each account.</p>	<p><b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.</p>
<p><b>RI.6.8</b> 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.</p>	<p><b>RI.7.8</b> 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.</p>	<p><b>RI.8.8</b> Analyze 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.</p>	<p><b>RI.9-10.8</b> Analyze 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.</p>	<p><b>RI.11-12.8</b> Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.</p>
<p><b>RI.6.9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p><b>RI.7.9</b> 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.</p>	<p><b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p><b>RI.9-10.9</b> Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related <i>themes</i> and concepts.</p>	<p><b>RI.11-12.9</b> Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their <i>themes</i>, purposes, and rhetorical features.</p>
<p><b>RI.6.10</b> 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.</p>	<p><b>RI.7.10</b> 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.</p>	<p><b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.</p>	<p><b>RI.9-10.10</b> By the end of Grade 9, read and comprehend literary nonfiction 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 literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.</p>	<p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</p>

<b>Anchor Standards for Writing</b>				
<b>Text Types and Purposes</b>				
	1	Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, 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.		
<b>Production and Distribution of Writing</b>				
	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.		
<b>Research to Build and Present Knowledge</b>				
	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 and/or informational texts to support analysis, reflection, research, and synthesis.		
<b>Range of Writing</b>				
	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.		
<b>Grade-Level Standards for Writing</b>				
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-10</b>	<b>Grade 11-12</b>
<b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>W.11-12.1</b> Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence.
<b>W.6.1.A</b> Introduce claim(s) and organize the reasons and evidence clearly.	<b>W.7.1.A</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<b>W.8.1.A</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>W.9-10.1.A</b> 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.	<b>W.11-12.1.A</b> 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.
<b>W.6.1.B</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>W.7.1.B</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>W.8.1.B</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>W.9-10.1.B</b> Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	<b>W.11-12.1.B</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary 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.
<b>W.6.1.C</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>W.7.1.C</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>W.8.1.C</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>W.9-10.1.C</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; Include commentary for support.	<b>W.11-12.1.C</b> Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.

<b>W.6.1.D</b> Establish and maintain a formal style.	<b>W.7.1.D</b> Establish and maintain a formal style.	<b>W.8.1.D</b> Establish and maintain a formal style.	<b>W.9-10.1.D</b> Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.	<b>W.11-12.1.D</b> Establish and maintain an appropriate style, <i>tone</i> , and format within the norms and conventions of the discipline.
<b>W.6.1.E</b> Provide a concluding statement or section that follows from the argument presented.	<b>W.7.1.E</b> Provide a concluding statement or section that follows from and supports the argument presented.	<b>W.8.1.E</b> Provide a concluding statement or section that follows from and supports the argument presented.	<b>W.9-10.1.E</b> Provide an appropriate concluding statement or section that supports the argument presented.	<b>W.11-12.1.E</b> Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
<b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>W.9-10.2</b> 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.	<b>W.11-12.2</b> 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.
<b>W.6.2.A</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aid comprehension.	<b>W.7.2.A</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aid comprehension.	<b>W.8.2.A</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aid comprehension.	<b>W.9-10.2.A</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or <i>multimedia</i> .	<b>W.11-12.2.A</b> 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; when useful, include headings, graphics, and <i>multimedia</i> to aid in comprehension.
<b>W.6.2.B</b> Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	<b>W.7.2.B</b> Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	<b>W.8.2.B</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, and/or other information and examples.	<b>W.9-10.2.B</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.	<b>W.11-12.2.B</b> Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotation) and by providing insightful commentary appropriate to the audience's knowledge of the topic.
<b>W.6.2.C</b> Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>W.7.2.C</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>W.8.2.C</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>W.9-10.2.C</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<b>W.11-12.2.C</b> 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.
<b>W.6.2.D</b> Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	<b>W.7.2.D</b> Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	<b>W.8.2.D</b> Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	<b>W.9-10.2.D</b> Use <i>precise language</i> and <i>domain-specific words</i> to manage the complexity of the topic.	<b>W.11-12.2.D</b> Use <i>precise language</i> , <i>domain-specific words</i> , and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

<b>W.6.2.E</b> Establish and maintain a formal style.	<b>W.7.2.E</b> Establish and maintain a formal style.	<b>W.8.2.E</b> Establish and maintain a formal style.	<b>W.9-10.2.E</b> Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.	<b>W.11-12.2.E</b> Establish and maintain a formal style, objective <i>tone</i> , and appropriate format within the norms and conventions of the discipline.
<b>W.6.2.F</b> Provide a concluding statement or section that supports the information or explanation presented.	<b>W.7.2.F</b> Provide a concluding statement or section that supports the information or explanation presented.	<b>W.8.2.F</b> Provide a concluding statement or section that supports the information or explanation presented.	<b>W.9-10.2.F</b> Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<b>W.11-12.2.F</b> Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>W.9-10.3</b> Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<b>W.11-12.3</b> Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>W.6.3.A</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>W.7.3.A</b> Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>W.8.3.A</b> Engage and orient the reader by establishing a context and <i>point of view/perspective</i> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>W.9-10.3.A</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more <i>points of view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<b>W.11-12.3.A</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of <i>view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.
<b>W.6.3.B</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>W.7.3.B</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>W.8.3.B</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<b>W.9-10.3.B</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<b>W.11-12.3.B</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
<b>W.6.3.C</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>W.7.3.C</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>W.8.3.C</b> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<b>W.9-10.3.C</b> Use a variety of techniques to sequence events so that they build on one another, creating coherence.	<b>W.11-12.3.C</b> 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 <i>tone</i> and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
<b>W.6.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<b>W.7.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>W.8.3.D</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>W.9-10.3.D</b> Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.	<b>W.11-12.3.D</b> Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
<b>W.6.3.E</b> Provide a conclusion that reflects on the narrated experiences or events.	<b>W.7.3.E</b> Provide a conclusion that reflects on the narrated experiences or events.	<b>W.8.3.E</b> Provide a conclusion that reflects on the narrated experiences or events.	<b>W.9-10.3.E</b> Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.	<b>W.11-12.3.E</b> Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.

<b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.6.5</b> Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from <i>standard English</i> in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language).	<b>W.7.5</b> Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>W.8.5</b> Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience.	<b>W.11-12.5</b> 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.
<b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	<b>W.7.6</b> 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.	<b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.9-10.6</b> 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.	<b>W.11-12.6</b> 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.
<b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<b>W.7.7</b> Conduct short or more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>W.8.7</b> Conduct short or more sustained research projects to answer a question, including a self-generated question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<b>W.9-10.7</b> 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.	<b>W.11-12.7</b> 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.
<b>W.6.8</b> Gather relevant information from multiple print and digital sources. <ul style="list-style-type: none"> <li>● Assess the credibility of each source.</li> <li>● Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>● Provide basic bibliographic information for sources.</li> </ul>	<b>W.7.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively. <ul style="list-style-type: none"> <li>● Assess the credibility and accuracy of each source.</li> <li>● Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>● Follow a standard format for citation.</li> </ul>	<b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively. <ul style="list-style-type: none"> <li>● Assess the credibility and accuracy of each source.</li> <li>● Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>● Follow a standard format for citation.</li> </ul>	<b>W.9-10.8</b> Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. <ul style="list-style-type: none"> <li>● Assess the usefulness of each source in answering the research question.</li> <li>● Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.</li> <li>● Follow a standard format for citation.</li> </ul>	<b>W.11-12.8</b> Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. <ul style="list-style-type: none"> <li>● Assess the strengths and limitations of each source in terms of the task, purpose, and audience.</li> <li>● Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.</li> <li>● Follow a standard format for citation.</li> </ul>
<b>W.6.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research.	<b>W.7.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research.	<b>W.8.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, and research.	<b>W.9-10.9</b> Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.	<b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.

<b>W.6.9.A</b> Apply Grade 6 Reading standards to literature.	<b>W.7.9.A</b> Apply grade 7 Reading standards to literature.	<b>W.8.9.A</b> Apply Grade 8 Reading standards to literature.	<b>W.9-10.9.A</b> Apply Grades 9-10 Reading standards to literature.	<b>W.11-12.9.A</b> Apply Grades 11-12 Reading standards to literature.
<b>W.6.9.B</b> Apply Grade 6 Reading standards to informational texts.	<b>W.7.9.B</b> Apply Grade 7 Reading standards to informational texts.	<b>W.8.9.B</b> Apply Grade 8 Reading standards to informational texts.	<b>W.9-10.9.B</b> Apply Grades 9-10 Reading standards to informational texts.	<b>W.11-12.9.B</b> Apply Grades 11-12 Reading standards to informational texts.
<b>W.6.10</b> Write routinely over extended time frames, time for <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.7.10</b> Write routinely over extended time frames, time for <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.8.10</b> Write routinely over extended time frames, time for <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.9-10.10</b> Write routinely over extended time frames, time for <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> and shorter time frames (e.g., a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>W.11-12.10</b> Write routinely over extended time frames, time for <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> and shorter time frames (e.g., a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Anchor Standards for Speaking and Listening

<b>Comprehension and Collaboration</b>	
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 such as visual, quantitative, and oral.
3	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.
<b>Presentation of Knowledge and Ideas</b>	
4	Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
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.

### Grade-Level Standards for Speaking and Listening

Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<p><b>SL.6.1</b> Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>● one-on-one</li> <li>● in groups</li> <li>● teacher-led</li> </ul> <p>with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>SL.7.1</b> Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>● one-on-one</li> <li>● in groups</li> <li>● teacher-led</li> </ul> <p>with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>SL.8.1</b> Engage effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>● one-on-one</li> <li>● in groups</li> <li>● teacher-led</li> </ul> <p>with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions</p> <ul style="list-style-type: none"> <li>● one-on-one</li> <li>● in groups</li> <li>● teacher-led</li> </ul> <p>with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><b>SL.11-12.1</b> Initiate and participate effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> <li>● one-on-one</li> <li>● in groups</li> <li>● teacher-led</li> </ul> <p>with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
<p><b>SL.6.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>SL.7.1.A</b> 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.</p>	<p><b>SL.8.1.A</b> 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.</p>	<p><b>SL.9-10.1.A</b> 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.</p>	<p><b>SL.11-12.1.A</b> 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.</p>
<p><b>SL.6.1.B</b> Follow rules for <i>collegial discussions</i>, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.7.1.B</b> Follow rules for <i>collegial discussions</i>, track progress toward specifically set goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.8.1.B</b> Follow rules for <i>collegial discussions</i> and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.9-10.1.B</b> Work with peers to set rules for <i>collegial discussions</i> 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.</p>	<p><b>SL.11-12.1.B</b> Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p>
<p><b>SL.6.1.C</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>SL.7.1.C</b> 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.</p>	<p><b>SL.8.1.C</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p><b>SL.9-10.1.C</b> Propel conversations by posing and responding to questions that relate the current discussion to broader <i>themes</i> or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p><b>SL.11-12.1.C</b> 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 <i>perspectives</i>.</p>

<b>SL.6.1.D</b> Review the key ideas expressed and demonstrate understanding of multiple <i>perspectives</i> through reflection and paraphrasing.	<b>SL.7.1.D</b> Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>SL.8.D</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>SL.9-10.1.D</b> Respond thoughtfully to diverse <i>perspectives</i> , <i>summarize</i> 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.	<b>SL.11-12.1.D</b> Respond thoughtfully to diverse <i>perspectives</i> ; 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.
<b>SL.6.2</b> Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.	<b>SL.7.2</b> Analyze the main ideas and supporting details that are gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how the ideas clarify a topic, text, or issue under study.	<b>SL.8.2</b> Analyze the purpose of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<b>SL.9-10.2</b> Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches), evaluating the credibility and accuracy of each source.	<b>SL.11-12.2</b> Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>SL.6.3</b> Describe precisely a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>SL.7.3</b> Determine a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>SL.8.3</b> Examine a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<b>SL.9-10.3</b> Evaluate a speaker's <i>perspective</i> , reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>SL.11-12.3</b> Evaluate a speaker's <i>perspective</i> , reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and <i>tone</i> used.
<b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or <i>themes</i> ; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SL.7.4</b> Present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SL.8.4</b> Present claims and findings, emphasizing the most important points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SL.9-10.4</b> 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.	<b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct <i>perspective</i> , such that listeners can follow the line of reasoning, alternative or opposing <i>perspectives</i> are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>SL.6.5</b> Include <i>multimedia</i> components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>SL.7.5</b> Include <i>multimedia</i> components and <i>visual displays</i> in presentations to clarify claims and findings and emphasize the primary points.	<b>SL.8.5</b> Integrate <i>multimedia</i> and <i>visual displays</i> into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>SL.9-10.5</b> 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.	<b>SL.11-12.5</b> 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.
<b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	<b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or <i>formal English</i> when indicated or appropriate.

Anchor Standards for Language				
<b>Conventions of Standard English</b>				
	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.		
<b>Knowledge of Language</b>				
	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.		
<b>Vocabulary Acquisition and Use</b>				
	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; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		
Grade-Level Standards for Language				
Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<b>L.6.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 6 when writing or speaking.	<b>L.7.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 7 when writing or speaking.	<b>L.8.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 8 when writing or speaking.	<b>L.9-10.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grades 9-10 when writing or speaking.	<b>L.11-12.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grades 11-12 when writing or speaking.
<b>L.6.1.A</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>L.7.1.A</b> Explain the function of phrases (e.g., adverbial, adjectival, prepositional) and clauses in general and their function in specific sentences.	<b>L.8.1.A</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<b>L.9-10.1.A</b> Use parallel structure.	<b>L.11-12.1.A</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
<b>L.6.1.B</b> Use intensive pronouns (e.g., myself, ourselves) correctly.	<b>L.7.1.B</b> Demonstrate command of simple, compound, complex, and compound-complex sentences to convey ideas and meaning.	<b>L.8.1.B</b> Form and use verbs in the active and passive voice.	<b>L.9-10.1.B</b> Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.	<b>L.11-12.1.B</b> Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
<b>L.6.1.C</b> Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	<b>L.7.1.C</b> Taught in Grade 6 and should be reinforced as needed.	<b>L.8.1.C</b> Form and use verbs in the indicative, imperative, and interrogative mood.	<b>L.9-10.1.C</b> Form and use verbs in the conditional and subjunctive mood.	<b>L.11-12.1.C</b> Form and use correctly the full range of verb tenses and moods.
<b>L.6.1.D</b> Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.	<b>L.7.1.D</b> Use correct shifts in pronoun number and person and use relative pronouns whose, whom, who, which, and that with the appropriate antecedents.	<b>L.8.1.D</b> Recognize and correct inappropriate shifts in verb voice.	<b>L.9-10.1.D</b> Recognize and correct inappropriate shifts in verb voice and mood.	<b>L.11-12.1.D</b> Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.
<b>L.6.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.7.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.8.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.9-10.1.E</b> Taught in Grade 5 and should be reinforced as needed.	<b>L.11-12.1.E</b> Taught in Grade 5 and should be reinforced as needed.
<b>L.6.1.F</b> Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.	<b>L.7.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>L.8.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>L.9-10.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>L.11-12.1.F</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.6.1.G Taught in Grade 4 and should be reinforced as needed.	L.7.1.G Taught in Grade 4 and should be reinforced as needed.	L.8.1.G Taught in Grade 4 and should be reinforced as needed.	L.9-10.1.G Taught in Grade 4 and should be reinforced as needed.	L.11-12.1.G Taught in Grade 4 and should be reinforced as needed.
<b>L.6.1.H</b> Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	<b>L.7.1.H</b> Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	<b>L.8.1.H</b> Taught in Grade 7 and should be reinforced as needed.	<b>L.9-10.1.H</b> Taught in Grade 7 and should be reinforced as needed.	<b>L.11-12.1.H</b> Taught in Grade 7 and should be reinforced as needed.
L.6.1.I Taught in Grade 4 and should be reinforced as needed.	L.7.1.I Taught in Grade 4 and should be reinforced as needed.	L.8.1.I Taught in Grade 4 and should be reinforced as needed.	L.9-10.1.I Taught in Grade 4 and should be reinforced as needed.	L.11-12.1.I Taught in Grade 4 and should be reinforced as needed.
L.6.1.J Taught in Kindergarten and should be reinforced as needed.	L.7.1.J Taught in Kindergarten and should be reinforced as needed.	L.8.1.J Taught in Kindergarten and should be reinforced as needed.	L.9-10.1.J Taught in Kindergarten and should be reinforced as needed.	L.11-12.1.J Taught in Kindergarten and should be reinforced as needed.
L.6.1.K Taught in Grade 3 and should be reinforced as needed.	L.7.1.K Taught in Grade 3 and should be reinforced as needed.	L.8.1.K Taught in Grade 3 and should be reinforced as needed.	L.9-10.1.K Taught in Grade 3 and should be reinforced as needed.	L.11-12.1.K Taught in Grade 3 and should be reinforced as needed.
<b>L.6.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.	<b>L.7.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.	<b>L.8.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 8 when writing.	<b>L.9-10.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.	<b>L.11-12.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing.
L.6.2.A Taught in Grade 4 and should be reinforced as needed.	L.7.2.A Taught in Grade 4 and should be reinforced as needed.	L.8.2.A Taught in Grade 4 and should be reinforced as needed.	L.9-10.2.A Taught in Grade 4 and should be reinforced as needed.	L.11-12.2.A Taught in Grade 4 and should be reinforced as needed.
<b>L.6.2.B</b> Use punctuation <ul style="list-style-type: none"> <li>• commas</li> <li>• parentheses</li> <li>• dashes</li> </ul> to set off nonrestrictive/parenthetical elements.	<b>L.7.2.B</b> Use a semicolon to join elements of a series when individual items of the series already include commas.	<b>L.8.2.B</b> Use an ellipsis to indicate an omission.	<b>L.9-10.2.B</b> Use a colon appropriately to introduce a list, quotation, or clarification.	<b>L.11-12.2.B</b> Observe hyphenation conventions.
<b>L.6.2.C</b> Use commas to set off clauses.	<b>L.7.2.C</b> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie.).	<b>L.8.2.C</b> Use punctuation <ul style="list-style-type: none"> <li>• commas</li> <li>• ellipses</li> <li>• dashes</li> </ul> to indicate a pause or break.	<b>L.9-10.2.C</b> Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.	<b>L.11-12.2.C</b> Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
<b>L.6.2.D</b> Spell correctly.	<b>L.7.2.D</b> Spell correctly.	<b>L.8.2.D</b> Spell correctly.	<b>L.9-10.2.D</b> Spell correctly.	<b>L.11-12.2.D</b> Spell correctly.
<b>L.6.3</b> Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening.	<b>L.7.3</b> Use knowledge of language and its conventions for Grade 7 when writing, speaking, reading, or listening.	<b>L.8.3</b> Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening.	<b>L.9-10.3</b> 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.	<b>L.11-12.3</b> 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.
<b>L.6.3.A</b> Vary sentence patterns for meaning, reader/listener interest, and style.	<b>L.7.3.A</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>L.8.3.A</b> Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).	<b>L.9-10.3.A</b> Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<b>L.11-12.3.A</b> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed.

<b>L.6.3.B</b> Maintain consistency in style and <i>tone</i> .	<b>L.7.3.B</b> Maintain consistency in style and <i>tone</i> , based on audience, purpose, message, and form.	<b>L.8.3.B</b> Form and use verbs in the indicative, imperative, and interrogative mood to achieve particular effects.	<b>L.9-10.3.B</b> Use verbs in the conditional and subjunctive mood to achieve particular effects.	<b>L.11-12.3.B</b> Apply an understanding of syntax to the study of complex texts when reading.
<b>L.6.4</b> 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 effective strategies.	<b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of effective strategies.	<b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies.	<b>L.9-10.4</b> 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.	<b>L.11-12.4</b> 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.
<b>L.6.4.A</b> 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.	<b>L.7.4.A</b> 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.	<b>L.8.4.A</b> 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.	<b>L.9-10.4.A</b> Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>L.11-12.4.A</b> 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.
<b>L.6.4.B</b> Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<b>L.7.4.B</b> Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	<b>L.8.4.B</b> Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<b>L.9-10.4.B</b> Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	<b>L.11-12.4.B</b> Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
<b>L.6.4.C</b> 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.	<b>L.7.4.C</b> 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.	<b>L.8.4.C</b> 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.	<b>L.9-10.4.C</b> 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.	<b>L.11-12.4.C</b> 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.
<b>L.6.4.D</b> 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).	<b>L.7.4.D</b> 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).	<b>L.8.4.D</b> 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).	<b>L.9-10.4.D</b> 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).	<b>L.11-12.4.D</b> 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).
<b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.9-10.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.
<b>L.6.5.A</b> Interpret figures of speech (e.g., extended metaphor, personification) in context.	<b>L.7.5.A</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<b>L.8.5.A</b> Interpret figures of speech (e.g., verbal irony, puns) in context.	<b>L.9-10.5.A</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<b>L.11-12.5.A</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
<b>L.6.5.B</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>L.7.5.B</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<b>L.8.5.B</b> Use the relationship between particular words to better understand each of the words.	<b>L.9-10.5.B</b> Analyze <i>nuances</i> in the meaning of words with similar denotations.	<b>L.11-12.5.B</b> Analyze <i>nuances</i> in the meaning of words with similar denotations.

<p><b>L.6.5.C</b> Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p><b>L.7.5.C</b> Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., refined, respectful, polite, diplomatic).</p>	<p><b>L.8.5.C</b> Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p><b>L.9-10.5.C</b> Taught in Grade 8 and should be reinforced as needed.</p>	<p><b>L.11-12.5.C</b> Taught in Grade 8 and should be reinforced as needed.</p>
<p><b>L.6.5.D</b> Taught in Grade 1 and should be reinforced as needed.</p>	<p><b>L.7.5.D</b> Taught in Grade 1 and should be reinforced as needed.</p>	<p><b>L.8.5.D</b> Taught in Grade 1 and should be reinforced as needed.</p>	<p><b>L.9-10.5.D</b> Taught in Grade 1 and should be reinforced as needed.</p>	<p><b>L.11-12.5.D</b> Taught in Grade 1 and should be reinforced as needed..</p>
<p><b>L.6.6</b> Acquire and use accurately <i>grade-appropriate general academic and domain-specific words</i> and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>L.7.6</b> Acquire and use accurately <i>grade-appropriate general academic and domain-specific words</i> and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>L.8.6</b> Acquire and use accurately <i>grade-appropriate general academic and domain-specific words</i> and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>L.9-10.6</b> Acquire and use accurately <i>grade-appropriate general academic and domain-specific words</i> and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>L.11-12.6</b> Acquire and use accurately a range of <i>grade-appropriate general academic and domain-specific words</i> and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>