

7th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR LITERATURE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Compare ideas across stories, poems, or dramas	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
CLUSTER	1. Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles). 2. (Not applicable to literature) 3. 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.		CLUSTER	1. Compare a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama. 2. (Not applicable to literature) 3. Compare a fictional portrayal of a time, place, or character with an historical account of the same time, place or character.	Concepts: Written and enacted versions of a story, poem, or drama will be the same and different in many ways as will historical and fictional accounts of the same time, place or character. Skills: Identify ways that a video or enacted version of a story, poem or drama is the same as the text-based version; Identify ways that a video or enacted version of a story, poem or drama is the different from the text-based version; Identify ways that a fictional and historical account of a time, place or character are the same. Big Ideas: Whether a text is written, enacted, fictional, or historical influences the meaning. Essential Questions: How is this enacted version of the story, poem, or drama the same as the text-based version? How is this enacted version of the story, poem, or drama different from the text-based version? How, is this fictional account of a time, place, or character the same as this historical account of the same time, place, or character?
Range of Reading and Level of Text Complexity		Understanding Text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
CLUSTER	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range.		CLUSTER	10. Demonstrate understanding of text while actively engaged in reading and listening to stories, dramas, and poetry for clearly stated purposes (e.g., Read or listen to the story to compare it with the video we watched. Read or listen to the text to determine how the two main events are related.).	Concept: Listening and reading are active processes. Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading. Big Idea: Engaging during reading or listening requires thinking and communicating. Essential Questions: Why are we reading this story, poem, or drama? How do I communicate my understanding with others?

7th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE			UNPACKING THE EXTENDED STANDARDS
Key Ideas and Details		Use key ideas and events to support understanding	Key Ideas and Details		GUIDANCE	Key Ideas and Details
CLUSTER	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. Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		CLUSTER	1. Analyze a text to determine which ideas are explicitly stated and those that must be inferred (e.g., Explicit = Animals eat plants to live. Inferred = some things die so other things can live). 2. Determine two or more central ideas in a text. 3. Determine how two or more events in a text are related (e.g., the severe storm flooded the town so they had to rescue the people in boats.).		Concepts: Authors state information explicitly and implicitly to convey the meaning and relate central ideas and events in a text. Skills: Determine what ideas are stated explicitly by the author; determine what ideas must be inferred; determine the themes or central ideas of a text; determine how two events are related. Big Ideas: Authors expect readers to use information that is stated and not stated to understand important events and ideas in a text. Essential Questions: What ideas does the author describe in the text? What ideas does the author expect us to get even though they are stated explicitly? How do I know when I have to figure out a central idea? What are the central ideas in this text? How are these events related to each other?
Craft and Structure		Use word choice and structure to support meaning	Craft and Structure		GUIDANCE	Craft and Structure
CLUSTER	1. 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 3. 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. 4. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.		CLUSTER	1. Determine the meaning of simple idioms and figures of speech as they are used in a text. 2. Determine how headings, key words, and key phrases relate to the topic of a text. 3. Compare the purpose of two or more texts on the same topic.		Concepts: Authors intentionally use words and organization to accomplish particular purposes when writing. Skills: Identify the idioms or figures of speech that appear in a text; determine the meaning of the idioms or figures of speech used in a text; identify the headings, key words, and key phrases in a text; identify the topic of a text; determine how the headings, key words, and key phrases relate to the topic of the text; identify the purpose of text; determine how the purposes of two texts on the same topic are the same. Big Ideas: Depending on their purpose, authors use words and structure texts in different ways. Essential Questions: What idioms or figures of speech does the author use? What do they mean? What headings, key words, and key phrases does the author use? How do they relate to the topic? What is the author's purpose in writing this text? How that purpose is the same as the purpose for another text?

7th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Compare information across sources	Integration of Knowledge and Ideas	GUIDANCE	Integration of Knowledge and Ideas
CLUSTER	1. Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text's portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words). 2. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims. 3. 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		CLUSTER 1. Determine how understanding shifts when reading a text versus experiencing an audio, video, or multimedia version of it (e.g., Read to list words that describe the main character then add to or revise the resulting list of words after watching a video portrayal of the same text.). 2. Analyze a text to identify reasons or evidence which support claims in a text. 3. Compare and contrast the key information provided by authors of two different texts on the same topic.		<p>Concepts: Authors choose to emphasize and support different information in texts that influences the meaning whether the text is written or presented in another medium.</p> <p>Skills: Determine what is the same and different in the meaning of a text versus a presentation of it in a different medium; identify the claims in a text; locate reasons or evidence in the text to support claims; identify the key information provided by authors of two different texts on the same topic; identify ways that the key information provided by authors of two different texts on the same topic is the same; identify ways that the key information provided by authors of two different texts on the same topic is different.</p> <p>Big Ideas: Authors make choices to emphasize and support information differently across texts and when presenting the information in other mediums.</p> <p>Essential Questions: What does this audio/video/multimedia tell me that the text didn't? What are the claims that the author makes? What evidence or information does the author provide to support those claims? What key information is provided by the author of this text? How is that information the same as the information provided by the author of another text on the same topic? How is that information different from the information provided by the author of another text on the same topic</p>
Range of Reading and Level of Text Complexity		Understand Text	Range of Reading and Level of Text Complexity	GUIDANCE	Range of Reading and Level of Text Complexity
CLUSTER	10. 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		CLUSTER 10. Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Read or listen to determine if the claims are fact or opinion.)		<p>Concept: Listening and reading are active processes.</p> <p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p>Big Idea: Engaging during reading or listening requires thinking and communicating.</p> <p>Essential Questions: Why are we reading this story, poem, or drama? How do I communicate my understanding with others?</p>

** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

7th GRADE ENGLISH/LANGUAGE ARTS WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
CLUSTER	Production and Distribution of Writing		CLUSTER	Production and Distribution of Writing	Production and Distribution of Writing
	<ol style="list-style-type: none"> 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.). 2. 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. 3. Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others. 	Produce and publish extended text		<ol style="list-style-type: none"> 1. Produce writing* that addresses a particular task, purpose, or audience. 2. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising. 3. Use technology to produce and publish writing*. 	<p>Concept: Writing is a multi-step process that results in products that can be shared.</p> <p>Skills: Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; revisit and revise plan as needed; use technology to produce and publish writing.</p> <p>Big Ideas: Writing requires thinking, planning and problem solving in order to produce a product that others will understand.</p> <p>Essential Questions: Why am I writing? What is my goal or purpose for writing? What do I want to include in my writing? What do I have to do to meet my goal? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? Am I sticking to my plan? Does my plan have to change? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>

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7th GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS		
Text Types and Purposes			Text Types and Purposes	Text Types and Purposes		
CLUSTER	<div><div>1. Write arguments to support claims with clear reasons and relevant evidence.</div><div>2. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</div><div>3. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text.</div><div>4. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence Establish and maintain a formal style.</div><div>5. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</div><div>6. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</div><div>7. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</div><div>8. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</div><div>9. Use precise language and domain-specific vocabulary to inform about or explain the topic.</div><div>Establish and maintain a formal style.</div><div>Provide a concluding statement or section that follows from and supports the information or explanation presented.</div><div>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</div><div>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.</div><div>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</div><div>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</div><div>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</div><div>Provide a conclusion that follows from and reflects on the narrated experiences or events.</div></div>	Use supporting information in writing	CLUSTER	<div><div>1. Write* a claim and support it with two or more reasons or other relevant evidence.</div><div>2. Write* an informative or explanatory text.</div><div>3. Write* the topic.</div><div>4. Develop the topic with two or more facts or concrete details.</div><div>5. Use domain specific vocabulary.</div><div>6. Provide closure</div><div>7. Write* a narrative about personal or imagined experiences or events.</div><div>8. Write* about multiple events and use temporal words to signal event order.</div></div>	GUIDANCE	<div>Concepts: The purpose for writing influences organization and the type of information to include. Skills: Write a claim and support it with reasons or evidence; write informational or explanatory text; select a topic; write the topic; decide what facts or evidence support the topic; write about the facts or evidence; organize facts and evidence; use vocabulary specific to topic; write a closing; write a narrative; use temporal words to order events; use vocabulary that will describe a character; write about one or more characters. Big Ideas: Selecting the style, organization, details and evidence helps achieve the purpose for writing. Essential Questions: Why am I writing? What is my goal or purpose for writing? Am I making a claim? How can I support the claim? Am I informing someone about that? Am I explaining something? Am I writing about something I did or something I wish I could do? What is my topic? What are important words to use about the topic? What facts or details do I know that support the topic? Who is a character I want to write about? What words describe the character? Have I told what happens first? Next? Last? Have I written a closing?</div>

7th GRADE ENGLISH/LANGUAGE ARTS
WRITING STANDARDS

COMMON CORE STANDARDS			ESSENCE	EXTENDED COMMON CORE		GUIDANCE	UNPACKING THE EXTENDED STANDARDS	
Research to Build and Present Knowledge			Gather and report information in writing	Research to Build and Present Knowledge			Research to Build and Present Knowledge	
CLUSTER	1. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 2. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 3. Draw evidence from literary or informational texts to support analysis, reflection, and research. 4. Apply grade 7 Reading standards to literature (e.g., 5. —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). 6. Apply grade 7 Reading standards to literary nonfiction (e.g., 7. —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims).			CLUSTER	1. Write* to answer a question based on two or more sources of information. 2. Select quotes from two or more print or digital sources that provide important information about a topic. 3. Write* about information gathered from literary or informational texts. 4. Apply grade 7 Extended Reading standards to literature (e.g., Compare two texts with the same theme or topic). 5. Apply grade 7 Extended Reading standards to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic).		Concept: Research supports writing to inform or respond. Skills: Identify the question to be answered; identify sources that will give information about a question or topic; identify quotes relevant to the topic; write about literature; write about literary nonfiction. Big Idea: Writing to answer a question or provide important information about a topic often requires finding information in multiple sources. Essential Questions: What do I want to know about this? Where can I find information about this? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text?	
	Range of Writing				Range of Writing		Range of Writing	
CLUSTER	10. Write routinely over extended time-frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Adjust writing approach to meet task, purpose and		11. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.		Concept: The time it takes to develop a writing product is dependent on the task, purpose and audience. Skills: Use standard writing instruments, computers or alternate writing tools to write; understand the specific task, purpose, and audience; remember the topic; add additional information to the topic. Big Idea: Good writers continue working on writing until it meets their purpose. Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough? What else can I write about this? Does it make sense? Do I need to change words or phrases so it makes sense? What else can I write to make it easier for someone to understand?	

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

7th GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS			ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Comprehension and Collaboration				Comprehension and Collaboration		Comprehension and Collaboration
CLUSTER	<ul style="list-style-type: none">Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.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.Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study.Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.			CLUSTER	<ul style="list-style-type: none">Participate in communicative exchanges.Come to discussions prepared to share information.With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.Remain on the topic of the discussion when asking or answering questions or making other contributions.Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.Determine whether the claims made by a speaker are fact or opinion.	<p>Concepts: Successful communication exchanges are often rule-based, topic centered, and drawn upon information provided by speakers.</p> <p>Skills: Prepare for discussion; follow rules; carry out assigned roles; ask questions; determine and remain on topic when participating in discussion; answer questions; identify main idea of information presented orally, visually, and/or auditory that is related to the topic; determine whether a speaker's claims are facts or opinions.</p> <p>Big Ideas: Big Ideas: Participating in communication exchanges often requires: preparation, cooperation, attention, and the evaluation of information.</p> <p>Essential Questions: How do I prepare? What do I want to say? What are the rules? What is my job? What more do I want to know about this topic? What does that mean? Who can I ask? What words answer the question? What else can I say about this topic? What is the main idea of this presentation? What main point? Is that person telling me a fact or giving an opinion?</p>
	Prepare and engage actively in communication		GUIDANCE			

7th GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Presentation of Knowledge and Ideas			Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas
CLUSTER	<ul style="list-style-type: none"> 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. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, for specific expectations.). 	Present information	CLUSTER	<ul style="list-style-type: none"> Present findings including descriptions, facts, or details related to a main idea or theme. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner. 	<p>Concepts: Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.</p> <p>Skills: Identify findings related to a main idea or theme; identify descriptions, facts or details related to findings; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p> <p>Big Ideas: Effective communication can occur with just one or two words but presentations and some other exchanges require more complete descriptions, facts, details and sometimes multimedia supports.</p> <p>Essential Questions: What did I find out about this? How can I describe that? What facts or details are related to those findings? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this well? Who will I be communicating with? Do I need to say that more clearly?</p>
				GUIDANCE	

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7th GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Conventions of Standard English		Communicate conventionally	Conventions of Standard English		Conventions of Standard English
CLUSTER	<ul style="list-style-type: none"> Observe conventions of grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound- complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* Observe conventions of capitalization, punctuation, and spelling when writing Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). Spell correctly... 		CLUSTER	<ul style="list-style-type: none"> Demonstrate understandings of standard English grammar and usage when communicating. Produce simple sentences. Combine two simple sentences using common conjunctions to produce compound sentences. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing. Use ending punctuation Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns. 	GUIDANCE
					<p>Concepts: It matters which words, letters and punctuation you choose when communicating.</p> <p>Skills: Use simple sentences when communicating; combine two sentences using a simple conjunction (and, but, or); use periods at the end of sentences; use question marks at the end of questions; use an exclamation mark at the end of an exclamation; spell words using letter-sound relationships and/or common spelling patterns; capitalize the first word in a sentence or question; capitalize proper nouns.</p> <p>Big Ideas: Communicating involves choosing the right words, letters and ending punctuation.</p> <p>Essential Questions: How do I communicate that in a full sentence? How can I put those two sentences together? What mark should I use at the end of a sentence? What mark should I use at the end of a question? What mark should I use at the end of an exclamation? What sounds do I hear in the word? What letters make that sound? Is there a word I know that will help me spell this word? Does this word need to be capitalized?</p>

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7th GRADE ENGLISH/LANGUAGE ARTS
LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Knowledge of Language			Knowledge of Language		Knowledge of Language
CLUSTER	<ul style="list-style-type: none"> Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* 	Communicate effectively	CLUSTER	<ul style="list-style-type: none"> Use language to achieve desired meaning when writing or communicating. Use precise language as required to achieve desired meaning. 	<p>Concepts: Specific words influence meaning in writing and communication. Skills: Determine desired meaning; select words that convey desired meaning; use words in sentences to communicate precise intended message. Big Ideas: Choosing words carefully makes communication more precise. Essential Questions: Which word is best? Was my message understood?</p>

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7th GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Vocabulary Acquisition and Usage		Acquire and Use language	Vocabulary Acquisition and Usage		Vocabulary Acquisition and Usage
CLUSTER	<ul style="list-style-type: none">• 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 strategies.• Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).• 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.• 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).• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.• Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).• Acquire and use accurately grade- appropriate general academic and domain- specific vocabulary.		CLUSTER	<ul style="list-style-type: none">• Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.• Use context to identify which word in an array of content related words is missing from a sentence.• Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.• Demonstrate understanding of word relationships.• Understand the meaning conveyed by concrete similes (e.g., The room was as cold as ice) encountered while reading or listening.• Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).• Acquire and use general academic and domain-specific words and phrases	GUIDANCE Concepts: Words and phrases have meaning across context and in relation to one another. Skills: Use the context of a sentence to determine a missing word; seek clarification when a word is not understood; understand simple, concrete similes; identify words with similar meanings; identify words that have opposite meanings; use words across contexts. Big Ideas: As words are learned and used, they are related to topics, contexts, and one another Essential Questions: What word fits in that sentence? What word do I know that makes sense here? What does that phrase really mean? How can I figure out what that word means? What word do I know that means the opposite of this word? What word do I know that meanings the same thing as this word

8th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR LITERATURE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Key Ideas and Details		Use key ideas and details to support understanding	Key Ideas and Details	GUIDANCE	Key Ideas and Details
CLUSTER	<ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 		CLUSTER <ol style="list-style-type: none"> 1. Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it). 2. Determine the theme or central idea of a text and select details that relate to it. 3. Determine which incidents in a story lead to a subsequent action or decision (e.g., The storm led the main characters to take cover). 		<p>Concepts: The key ideas and details in a text support inferences, relate to the theme or central idea, and link events and actions.</p> <p>Skills: Make inferences based on the text; select quotes from the text that support the inference; determine the theme or central idea of a text; select details from the text that relate to the theme or central idea; determine the relationship between incidents and actions or decisions in a story.</p> <p>Big Ideas: Authors provide information to support readers in determining the theme or central idea, making inferences, and understanding the relationship between incidents and actions or decisions.</p> <p>Essential Questions: What inferences does the author expect me to make? What quotes from the text support that inference? What is a theme or central idea? What details in the text relate to the theme or central idea? What incident led to the action the character took? What incident led to the decision the character made?</p>
Craft and Structure		Use of word choice and structure to support meaning	Craft and Structure	GUIDANCE	Craft and Structure
CLUSTER	<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 6. Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor. 		CLUSTER <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including simple analogies. 5. Compare and contrast the structure of a story to a drama or poem on the same topic. 6. Compare the point of view of a character and the audience or reader in a text with suspense or humor (e.g., the story is funny because the character is interpreting information literally while the reader knows the words have other meanings). 		<p>Concept: Authors intentionally use words and phrases as well as the structure of the text to convey meaning.</p> <p>Skills: Determine the meaning of words in a text; determine the meaning of simple analogies in the text; identify similarities between a story and a drama or poem on the same topic; identify differences between a story and a drama or poem on the same topic; identify the point of view of a character in a text with suspense or humor; identify the point of view of the audience or reader in a text with suspense or humor; identify similarities and differences between the point of view of the character and the reader or audience.</p> <p>Big Idea: Comprehension is improved when a reader determines the intended meaning of words and understands the text structure an author has chosen.</p> <p>Essential Questions: What analogies does the author make? What do they mean? How is this story like this drama or poem on the same topic? How is this story different from this drama or poem on the same topic? What is the point of view of the character in the story? What is my point of view as the reader of this story? How is my point of view the same as the character in the book? How is my point of view different from the character in the book?</p>