

# Core Content Connectors (CCCs)

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**Alternate Academic Achievement Standards  
linked to the 2018 SD State Standards for English Language Arts**

**English Language Arts**

**Grades 6-8**

**Updated March 2023**

## **BACKGROUND on Core Content Connectors (CCCs)**

To create tests appropriate for students with significant cognitive disabilities that are also aligned to the State Content Standards, South Dakota collaborated with the Multi-State Alternate Assessment (MSAA) to create a “bridge” of derived standards called the Core Content Connectors (CCCs). The CCCs were developed in English Language Arts (ELA) and Mathematics to provide guidance for state alternate assessment test item development.

## **OVERVIEW of Core Content Connectors (CCCs)**

CCCs are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the [South Dakota State Standards](#) and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

Core Content Connectors in English Language Arts address the following strands at each grade level:

- Habits and Dispositions
- Reading at Word Level
- Reading Informational Text
- Reading Literary Text
- Literary Writing
- Informational Writing
- Persuasive Writing
- Writing Across All Types

## **IMPLEMENTATION of Core Content Connectors (CCCs)**

Teachers and Individual Education Plan (IEP) teams are encouraged to use the CCCs to guide the development of appropriate academic goals and short-term objectives that allow students the maximum engagement with the general curriculum and non-disabled peers as possible, with appropriate adaptations, simplifications, and modifications to grade-level materials and content.

When an IEP team chooses alternate assessment for a student and utilizes CCCs when developing IEP goals and short-term objectives, the IEP team should be aware of the following:

- Participation in the state alternate assessment and the use of CCCs for IEP goals affects the student’s potential to obtain a high school diploma.
- CCCs maintain the main goal of each state standard, but CCCs do not fully extend the skills or knowledge. Rather, the CCCs divide the state standards into smaller pieces.
- The state alternate assessment assesses students with significant cognitive disabilities on grade level content that has been reduced in complexity, breadth, and depth. It does not measure the full breadth of the state standards.

CCCs and Guidance Documents for Participation on the Alternate Assessment can be found at: <https://doe.sd.gov/assessment/alternate.aspx>

## How To Identify/Select Core Content Connectors (CCCs)

1. Identify the grade level State Content Standard to guide the student's IEP goal and short-term objectives.

South Dakota's English Language Arts Standards and Core Content Connectors – 2 <sup>nd</sup> Grade	
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
2.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> <ul style="list-style-type: none"><li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li><li>b. Know spelling-sound correspondences for additional common vowel teams.</li><li>c. Identify and apply all six syllable types to decode appropriate grade-level text.</li><li>d. Decode words with common prefixes and suffixes.</li><li>e. Identify words with inconsistent but common spelling-sound correspondences.</li><li>f. Recognize and read grade-appropriate irregularly spelled words.</li></ul> <p><b>2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant blends.</b></p> <p><b>2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words.</b></p> <p><b>2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</b></p> <p><b>2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words.</b></p> <p><b>2.RWL.c3 Decode regularly spelled one-syllable words with long vowels.</b></p> <p><b>2.RWL.c4 Decode regularly spelled two-syllable words with long vowels.</b></p> <p><b>2.RWL.c5 Decode words with common prefixes and suffixes.</b></p> <p><b>2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words.</b></p> <p><b>2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.</b></p>

2. Select which bolded Core Content Connector(s) to use for the student's IEP goal and short-term objectives.

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**Alternate Academic Achievement Standards  
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**English Language Arts**

**6<sup>th</sup> Grade**

## English Language Arts – 6<sup>th</sup> Grade Overview

**Core Content Connectors** (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the South Dakota State Standards and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

### Reading Standards for Literature

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze how key details build the central idea or theme of a text
- Write summaries of text distinct from personal opinions and judgments
- Analyze elements of literature, including an author's use of figurative language and how a specific part of a text contributes to its structure
- Cite textual evidence to support analysis and inferences
- Compare and contrast how texts from different genres address similar themes or topics
- Analyze characters, setting, plot, and theme in literary work

### Reading Standards for Informational

- Read and analyze grade appropriate informational and nonfiction texts
- Cite textual evidence to support analysis and inferences
- Write summaries of text distinct from personal opinions and judgments
- Integrate information gained from a variety of texts to determine different points of view
- Analyze how details build the central idea and purpose of a text
- Determine ideas that are and are not supported by evidence
- Make accurate inferences based on cited evidence found in a text

### Writing Standards

- Write argumentative and explanatory pieces that include evidence to support ideas, linking words, precise vocabulary and a conclusion
- Maintain a formal style in argumentative and explanatory writing
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time

- Conduct short research projects to build knowledge through investigation
- Plan, draft, revise and edit to produce clear and coherent writing
- Demonstrate sufficient command of keyboarding skills to complete a writing task

### Speaking and Listening Standards

- Engage in collaborative discussions by using effective and appropriate speaking and listening skills and following specific discussion guidelines
- Prepare and participate in discussions by reading/researching the texts under discussion
- Orally present claims and findings, sequencing ideas and evidence logically with appropriate descriptions, facts, and details
- Interpret information presented orally in diverse media formats, and decipher claims that are supported by evidence from claims that are not
- Report on a topic or text, sequencing ideas logically, using relevant facts and details, and including multimedia components

### Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Apply their knowledge of figurative language and word relationships to determine nuances in word meaning for sixth-grade vocabulary

## South Dakota's English Language Arts Standards and Core Content Connectors – 6<sup>th</sup> Grade

### Reading Standards for Literature

#### Key Ideas and Details

6.RL.1	<p>Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.</p> <p><b>6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.</b></p> <p><b>6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</b></p> <p><b>6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development.</b></p>
6.RL.2	<p>Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>6.RL.c1 Select key details about a character and relate those details to a theme within the text.</b></p> <p><b>6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.</b></p> <p><b>6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.</b></p>
6.RL.3	<p>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>6.RL.b1 Describe how the plot unfolds in a story.</b></p> <p><b>6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.</b></p>

#### Craft and Structure

6.RL.4	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b></p>
6.RL.5	<p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>6.RL.e1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</b></p>
6.RL.6	<p>Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>6.RL.f1 Determine the narrative point of view.</b></p> <p><b>6.RL.f2 Identify and describe how the narrative point of view influences the reader's interpretation.</b></p> <p><b>6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text.</b></p>

#### Integration of Knowledge and Ideas

6.RL.7	<p>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.</p> <p><b>6.RL.e3 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.</b></p>
6.RL.8	<p>(Not applicable to literature)</p> <p><b>Not applicable</b></p>

6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and topics. <b>6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic.</b>
Range of Reading and Level of Text Complexity	
6.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints. <b>6.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.</b> <b>6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</b>
<b>Reading Standards for Informational Text</b>	
Key Ideas and Details	
6.RI.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text. <b>6.RI.d2 Use textual evidence to support inferences.</b>
6.RI.2	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments. <b>6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.</b>
6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. <b>6.RI.g1 Identify key individuals, events, or ideas in a text.</b> <b>6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text.</b> <b>6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text.</b> <b>6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.</b>
Craft and Structure	
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b>
6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <b>6.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).</b> <b>6.RI.d1 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</b>
6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. <b>6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed.</b>

Integration of Knowledge and Ideas	
6.RI.7	<p>Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words.</b></p> <p><b>6.RI.b4 Summarize information gained from a variety of sources including media or texts.</b></p> <p><b>6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).</b></p>
6.RI.8	<p>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>6.RI.g5 Identify an argument or claim that the author makes.</b></p> <p><b>6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.</b></p> <p><b>6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.</b></p>
6.RI.9	<p>Compare and contrast two authors' presentations of events on the same topic.</p> <p><b>6.RI.e3 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).</b></p>
Range of Reading and Level of Text Complexity	
6.RI.10	<p>By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.</p> <p>a. Read and comprehend with proficiency at grade level.</p> <p>b. Self-select texts for personal enjoyment, interest, and academic tasks.</p> <p>c. Read widely to understand multiple perspectives and diverse viewpoints.</p> <p><b>6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.</b></p> <p><b>6.RI.a1 Use a variety of strategies to (e.g., use context, affixes and roots) derive meaning from a variety of print/non-print texts.</b></p>
Writing Standards	
Text Types and Purposes	
6.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p><b>6.WP.c1 Write an introduction that introduces the writer's claim within persuasive text.</b></p> <p><b>6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</b></p> <p><b>6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.</b></p> <p><b>6.WP.e1 Use words, phrases and clauses to link claims, and reasons.</b></p> <p><b>6.WP.g1 Provide a concluding statement or section that follows the argument presented.</b></p> <p><b>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.</b></p>



6.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables, etc.), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul> <p><b>6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).</b>  <b>6.WI.c1 Write an introduction that includes context/background information establishes a central idea or focus about a topic.</b>  <b>6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</b>  <b>6.WI.f1 Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to promote reading understanding.</b>  <b>6.WI.e1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</b>  <b>6.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</b>  <b>6.WI.e2 Maintain a consistent style and voice throughout writing.</b>  <b>6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.</b></p>
6.W.3	<p>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).</li> </ul> <p><b>6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</b>  <b>6.WL.c1 Organize ideas and event so that they unfold naturally.</b>  <b>6.WL.c2 When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</b>  <b>6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</b>  <b>6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</b>  <b>6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.</b>  <b>6.WL.f1 Use figurative language appropriately, including similes and metaphors.</b></p>
Production and Distribution of Writing	

6.W.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>6.WI.h2 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</b></p> <p><b>6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</b></p> <p><b>6.WP.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task purpose (e.g., to persuade), and audience.</b></p>
6.W.5	<p>Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p> <p><b>6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</b></p> <p><b>6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</b></p> <p><b>6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p> <p><b>6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p> <p><b>6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</b></p> <p><b>6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.</b></p>
6.W.6	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type produce writing with a minimum of two-three pages in a single sitting.</p> <p><b>6.WA1 Use technology to produce and publish writing. (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</b></p> <p><b>6.WA2 Develop sufficient keyboarding skills.</b></p>
Research to Build and Present Knowledge	
6.W.7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>6.WI.b3 Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</b></p>
6.W.8	<p>Gather relevant information from multiple print and digital sources.</p> <p>a. Assess the credibility of each source.</p> <p>b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</b></p> <p><b>6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</b></p> <p><b>6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.</b></p> <p><b>6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece.</b></p>

6.W.9	<p>Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards for literature to writing.</p> <p>b. Apply grade 6 Reading standards for informational texts to writing.</p> <p><b>6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</b></p>
Range of Writing	
6.W.10	<p>Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p> <p><b>No CCCs developed for this standard.</b></p>
<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	
6.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. 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>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</p> <p><b>6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</b></p> <p><b>6.HD.e2 Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.</b></p> <p><b>7.HD.i1 Use information and feedback to refine understanding or products.</b></p> <p><b>7.HD.j1 Use information and feedback to refine own thinking.</b></p>
6.SL.2	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).</b></p> <p><b>6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.</b></p>
6.SL.3	<p>Delineate (break down) a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>6.RI.c5 Summarize the points a speaker makes.</b></p> <p><b>6.RI.e2 Summarize the points an author makes.</b></p> <p><b>6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.</b></p> <p><b>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.</b></p>
Presentation of Knowledge and Ideas	
6.SL.4	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.</b></p>

6.SL.5	<p>Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p> <p><b>6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</b></p> <p><b>6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</b></p>
6.SL.6	<p>Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p><b>No CCCs developed for this standard.</b></p>
<b>Language Standards</b>	
Conventions of Standard English	
6.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</li> <li>b. Use intensive pronouns (e.g., myself, ourselves, etc.).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul> <p><b>6.WA.7 Identify and use pronouns in accurately writing.</b></p> <p><b>6.WA.6 Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</b></p>
6.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly; consult references as needed</li> </ul> <p><b>6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.</b></p> <p><b>6.WA.9 Spell words correctly in writing.</b></p>
Knowledge of Language	
6.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Maintain consistency in style and tone.</li> </ul> <p><b>6.WA.10 Vary sentence patterns for meaning, reader interest, and style within writing.</b></p>
Vocabulary Acquisition and Use	

6.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase.</li> </ul> <p><b>6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words.</b></p> <p><b>6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</b></p> <p><b>6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</b></p> <p><b>6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</b></p> <p><b>6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</b></p> <p><b>6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</b></p>
6.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</li> </ul> <p><b>6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.</b></p> <p><b>6.WL.f1 Use figurative language appropriately, including similes and metaphors.</b></p> <p><b>6.WA.11 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.</b></p> <p><b>6.RWL.a2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</b></p> <p><b>6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</b></p> <p><b>6.RL.g1 Interpret personification to help explain the characters within a text.</b></p> <p><b>6.RL.g2 Interpret the use of personification within a text.</b></p>
6.L.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</b></p> <p><b>6.RWL.c1 Use general academic and domain specific words and phrases accurately.</b></p>

# Core Content Connectors (CCCs)

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**Alternate Academic Achievement Standards  
linked to the 2018 SD State Standards for English Language Arts**

**English Language Arts**

**7<sup>th</sup> Grade**

## English Language Arts – 7<sup>th</sup> Grade Overview

**Core Content Connectors** (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the South Dakota State Standards and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

### Reading Standards for Literature:

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze how key details build the central idea or theme of a text
- Cite textual evidence to support analysis and inferences
- Compare and contrast how texts from different genres address similar themes or topics
- Analyze the interaction of literary elements, such as setting, characters, plot, theme, etc. to consider the impact one element might have on another
- Determine the central idea or theme of a text as well as write an objective summary
- Analyze intentional author choice by comparing and contrasting characters, points of view, structures, mediums and citing evidence to support analysis
- Compare and contrast a written form of text to an audio, visual, or staged version of the text
- Determining and analyze the impact of specific word choices on meaning and tone

### Reading Standards for Informational:

- Analyze the interaction between/among individuals, events, and ideas presented in a variety of informational texts
- Cite appropriate textual evidence to support inference drawn from informational texts, as well as writing effective objective summaries of the text
- Analyze claims by evaluating the supporting reasoning and evidence presented in a text
- Analyze and evaluate how different authors present the same subject/topic through varying mediums

### Writing Standards:

- Develop and produce clear and coherent writing for a variety of tasks, purposes, and audiences using argumentative, informational, and narrative writing types
- Develop arguments supported with reasoning and evidence gathered from multiple credible print and digital resources
- Begin to acknowledge opposing viewpoints in writing
- Routinely plan, draft, revise and edit writing tasks

### Speaking and Listening Standards:

- Collaboratively discuss and analyze a variety of subjects
- Develop and practice respectful communication skills in order to clarify, extend, and challenge presented information
- Present arguments and information, incorporating multimedia and other visual/audio elements as appropriate to meet the needs of the audience and purpose

### Language Standards:

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Choose among simple, compound, complex, and compound-complex sentence structures to signal differing relationships among ideas
- Apply various strategies to determine the meaning of unknown words, phrases, and figurative language

## South Dakota's English Language Arts Standards and Core Content Connectors – 7<sup>th</sup> Grade

### Reading Standards for Literature

#### Key Ideas and Details

7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</b> <b>7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.</b>
7.RL.2	Determine a theme or central idea(s) of a text. a. Analyze its development over the course of the text. b. Provide an objective summary of the text. <b>7.RL.i3 Determine the theme or central idea of a text.</b> <b>7.RL.j1 Analyze the development of the theme or central idea over the course of the text.</b>
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). <b>7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</b> <b>7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b>

#### Craft and Structure

7.RL.4	Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; 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>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b> <b>7.RWL.l1 Identify alliteration within text.</b> <b>7.RWL.l2 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.</b>
7.RL.5	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning. <b>7.RL.l1 Examine how the structure of a poem or drama adds to its meaning.</b>
7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <b>7.RL.m1 Compare and contrast the points of view of different characters in the same text.</b>

#### Integration of Knowledge and Ideas

7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). <b>7.RL.m2 Compare and contrast a story, drama, or poem when presented in two different mediums.</b> <b>7.RL.m3 Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.</b>
7.RL.8	(Not applicable to literature) <b>Not applicable</b>



7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to understand how authors of fiction use or alter history. <b>7.RL.m4 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>
Range of Reading and Level of Text Complexity	
7.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints. <b>7.HD.g1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</b> <b>7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts.</b>
Reading Standards for Informational Text	
Key Ideas and Details	
7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</b>
7.RI.2	Determine two or more central ideas in a text. a. Analyze their development over the course of the text. b. Provide an objective summary of the text. <b>7.RI.j2 Determine the central idea of a text.</b> <b>7.RI.j3 Analyze the development of the central idea over the course of the text.</b> <b>7.RI.j4 Provide/create an objective summary of a text.</b>
7.RI.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). <b>7.RI.j5 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).</b>
Craft and Structure	
7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone. <b>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b> <b>7.RWL.l3 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.</b>

7.RI.5	<p>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>7.RI.i1 Use signal words as a means of locating information.</b></p> <p><b>7.RI.i3 Outline a given text to show how ideas build upon one another.</b></p> <p><b>7.RI.k1 Determine the structure of a text.</b></p> <p><b>7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.</b></p>
7.RI.6	<p>Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her viewpoint from that of others.</p> <p><b>7.RI.k6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</b></p>
Integration of Knowledge and Ideas	
7.RI.7	<p>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><b>7.RI.I1 Compare/contrast how two or more authors write or present about the same topic.</b></p>
7.RI.8	<p>Trace and evaluate the argument and specific claims in a text.</p> <p>a. Assess whether the reasoning is sound.</p> <p>b. Assess whether the evidence is relevant and sufficient to support the claims.</p> <p><b>7.RI.k3 Identify an argument or claim that the author makes.</b></p> <p><b>7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.</b></p> <p><b>7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.</b></p>
7.RI.9	<p>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>7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</b></p> <p><b>7.RI.I1 Compare/contrast how two or more authors write about the same topic.</b></p> <p><b>7.RI.I2 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.</b></p>
Range of Reading and Level of Text Complexity	
7.RI.10	<p>By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.</p> <p>a. Read and comprehend with proficiency at grade level.</p> <p>b. Self-select texts for personal enjoyment, interest, and academic tasks.</p> <p>c. Read widely to understand multiple perspectives and diverse viewpoints.</p> <p><b>7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</b></p> <p><b>7.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials) to derive meaning from a variety of print/non-print texts.</b></p>

Writing Standards	
Text Types and Purposes	
7.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p><b>7.WP.k1 Write an introduction that introduces the writer’s claims and acknowledges alternate or opposing claims.</b></p> <p><b>7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer’s claim.</b></p> <p><b>7.WP.l1 Write arguments to support claims with logical reasoning and relevant evidence from credible sources.</b></p> <p><b>7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.</b></p> <p><b>7.WP.m1 Maintain a consistent style and voice throughout writing.</b></p> <p><b>7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</b></p>
7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. 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, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p><b>7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</b></p> <p><b>7.WI.j3 Write an introduction that clearly previews information to follow.</b></p> <p><b>7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</b></p> <p><b>7.WI.k1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</b></p> <p><b>7.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>7.WI.l2 Maintain a consistent style and voice throughout writing.</b></p> <p><b>7.WI.n1 Provide a concluding statement or section that follows from and supports the information presented.</b></p> <p><b>7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</b></p> <p><b>7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</b></p>

7.W.3	<p>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative and literary techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).</p> <p><b>7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.</b></p> <p><b>7.WL.k1 Organize ideas and event so that they unfold naturally.</b></p> <p><b>7.WL.k2 When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</b></p> <p><b>7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</b></p> <p><b>7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b></p> <p><b>7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</b></p> <p><b>7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.</b></p>
Production and Distribution of Writing	
7.W.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p> <p><b>7.WI.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (reader).</b></p> <p><b>7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</b></p> <p><b>7.WP.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</b></p>

7.W.5	<p>Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p> <p><b>7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</b></p> <p><b>7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</b></p> <p><b>7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p> <p><b>7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p> <p><b>7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</b></p> <p><b>7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p>
7.W.6	<p>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; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting</p> <p><b>7.WA3 Use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</b></p> <p><b>7.WA1 Develop sufficient keyboarding skills.</b></p>
Research to Build and Present Knowledge	
7.W.7	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>7.WI.i5 Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</b></p>
7.W.8	<p>Gather relevant information from multiple print and digital sources.</p> <ol style="list-style-type: none"> <li>Use search terms effectively.</li> <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> </ol> <p><b>7.WP.j3 List internet search terms for a topic of persuasive writing.</b></p> <p><b>7.WI.i1 List internet search terms for a topic of study.</b></p> <p><b>7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</b></p> <p><b>7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.</b></p> <p><b>7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>7.WP.j7 Use a standard format to write citations.</b></p> <p><b>7.WI.i4 Use a standard format to write citations.</b></p>

7.W.9	<p>Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards for literature to writing</p> <p>b. Apply grade 7 Reading standards for informational texts to writing</p> <p><b>7.WA2 Provide evidence from grade appropriate literary or informational texts to support analysis, reflection, and research.</b></p>
Range of Writing	
7.W.10	<p>Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p> <p><b>No CCCs developed for this standard.</b></p>
<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	
7.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</p> <p><b>7.WP.j5 Describe how the claims within a speaker's argument match own argument.</b></p> <p><b>7.WP.i1 Discuss how own view or opinion changes using new information provided by others.</b></p>
7.SL.2	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.</b></p> <p><b>7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.</b></p> <p><b>7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.</b></p>
7.SL.3	<p>Delineate (break down) a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</b></p> <p><b>7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.</b></p>
Presentation of Knowledge and Ideas	

7.SL.4	<p>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.</p> <p><b>7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</b></p> <p><b>7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</b></p>
7.SL.5	<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</b></p>
7.SL.6	<p>Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others and demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p> <p><b>No CCCs developed for this standard.</b></p>
<b>Language Standards</b>	
Conventions of Standard English	
7.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence.</p> <p>d. Recognize and correct misplaced and dangling modifiers.</p> <p><b>7.WA.6 Use phrases and clauses accurately within a sentence.</b></p> <p><b>7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.</b></p>
7.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).</p> <p>b. Spell correctly; consult references as needed.</p> <p><b>7.WA.7 Use commas to separate coordinate adjectives.</b></p> <p><b>7.WA.8 Spell words correctly in writing.</b></p>
Knowledge of Language	
7.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>7.WL.n1 Use words, phrases, or gathered information to accurately reflect meaning.</b></p> <p><b>7.WA.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy.</b></p>

7.L.4	<p>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.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase.</li> </ul> <p><b>7.RWL.g1 Use context as a clue to determine the meaning of a grade appropriate word or phrases.</b></p> <p><b>7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</b></p> <p><b>7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</b></p> <p><b>7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</b></p> <p><b>7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</b></p>
7.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech, including allusions (e.g., literary, biblical, mythological in context).</li> <li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul> <p><b>7.RWL.k1 Identify allusion within a text or media.</b></p> <p><b>7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.</b></p> <p><b>7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</b></p> <p><b>7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</b></p> <p><b>7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>slim</i>, <i>skinny</i>, <i>scrawny</i>, <i>thin</i>).</b></p> <p><b>7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.</b></p>
7.L.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>7.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</b></p> <p><b>7.RWL.i1 Use general academic and domain specific words and phrases accurately.</b></p>



# Core Content Connectors (CCCs)

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**Alternate Academic Achievement Standards  
linked to the 2018 SD State Standards for English Language Arts**

**English Language Arts**

**8<sup>th</sup> Grade**

## English Language Arts – 8<sup>th</sup> Grade Overview

**Core Content Connectors** (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the South Dakota State Standards and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

### Reading Standards for Literature:

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze the central ideas or themes of a text, including analyzing the roles of dialogue or incidents in developing the depth of the plot
- Analyze the intentional choices authors make by comparing modern works of literature to traditional pieces, and citing their evidence to support their analysis
- Develop vocabulary by determining and analyzing the impact of specific word choice on meaning and tone

### Reading Standards for Informational:

- Analyze individuals, events, and ideas in informational text
- Use evidence from the text to support the inferences they draw from the text, and write an effective summary of a variety of texts
- Analyze the claims made in a text by evaluating the supporting reasoning and evidence an author uses, and recognize conflicting and irrelevant evidence
- Evaluate the use of varying perspectives and mediums on the portrayal of subjects/topics by different authors.

### Writing Standards:

- Produce clear and coherent writing for a variety of tasks, purposes, and audiences using argumentative, informational, or narrative writing types
- Develop arguments supported with reasoning and evidence gathered from multiple, credible print and digital sources
- Acknowledge and address opposing viewpoints in response to their claims
- Routinely plan, draft, revise, and edit a wide variety of writing tasks

### Speaking and Listening Standards:

- Collaboratively discuss and analyze a variety of subjects using diverse media and formats while considering the motives behind the presentation of information
- Develop respectful communication skills in order to clarify, extend and challenge information presented in a variety of contexts
- Adapt and present information using technology, multimedia, and visual formats effectively for a variety of audiences and purposes

### Language Standards:

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Utilize various strategies to determine the meaning of unknown words and phrases, as well as figurative language

## South Dakota's English Language Arts Standards and Core Content Connectors – 8<sup>th</sup> Grade

### Reading Standards for Literature

#### Key Ideas and Details

8.RL.1	<p>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>8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</b></p> <p><b>8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</b></p> <p><b>8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.</b></p>
8.RL.2	<p>Determine a theme or central idea(s) of a text and</p> <p>a. Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p>b. Provide an objective summary of the text.</p> <p><b>8.RL.j1 Determine the theme or central idea of a text.</b></p> <p><b>8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.</b></p> <p><b>8.RL.j3 Provide/create an objective summary of a text.</b></p>
8.RL.3	<p>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.</p> <p><b>8.RL.j4 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></p> <p><b>8.RL.k1 Identify the use of literary techniques within a text.</b></p> <p><b>8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.</b></p>

#### Craft and Structure

8.RL.4	<p>Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.</p> <p><b>8.RWL.k4 Identify and interpret an analogy within a text.</b></p> <p><b>8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b></p>
8.RL.5	<p>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.</p> <p><b>8.RL.l1 Compare and contrast the structure of two or more texts.</b></p> <p><b>8.RL.l2 Explain how language use contributes to the meaning of a poem or drama.</b></p>
8.RL.6	<p>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>8.RL.m2 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.</b></p>

#### Integration of Knowledge and Ideas

8.RL.7	<p>Analyze how a filmed or live production of a story, drama, or poem stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p><b>8.RL.m3 Compare and contrast content presented in text, media, and live performance.</b></p>
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8.RL.8	(Not applicable to literature) <b>Not applicable</b>
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. <b>8.RL.m4 Compare modern works of literature to the texts from which they draw ideas.</b>
Range of Reading and Level of Text Complexity	
8.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest and academic tasks. c. Read widely to understand multiple perspectives and pluralistic viewpoints. <b>8.HD.g1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</b> <b>8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts.</b>
<b>Reading Standards for Informational Text</b>	
Key Ideas and Details	
8.RI.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. <b>8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</b> <b>8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.</b>
8.RI.2	Determine a central idea of a text a. Analyze its development over the course of the text, including its relationship to supporting ideas. b. Provide an objective summary of the text. <b>8.RI.j3 Determine two or more central ideas in a text.</b> <b>8.RI.j4 Analyze the development of the central ideas over the course of the text.</b> <b>8.RI.j5 Provide/create an objective summary of a text.</b>
8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <b>8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</b>
Craft and Structure	
8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone. <b>8.RWL.k4 Identify and interpret an analogy within a text.</b> <b>8.RWL.l1 Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.</b> <b>8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b>

8.RI.5	<p>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>8.RI.k1 Determine the structure of a text.</b></p> <p><b>8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.</b></p> <p><b>8.RI.i1 Use signal words as a means of locating information.</b></p> <p><b>8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.</b></p>
8.RI.6	<p>Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>8.RI.k3 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</b></p>
Integration of Knowledge and Ideas	
8.RI.7	<p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><b>No CCCs developed for this standard.</b></p>
8.RI.8	<p>Delineate (break down) and evaluate the argument and specific claims in a text;</p> <ul style="list-style-type: none"> <li>a. Assess whether the reasoning is sound.</li> <li>b. Assess whether the evidence is relevant and sufficient.</li> <li>c. Recognize when irrelevant evidence is introduced.</li> </ul> <p><b>8.RI.k4 Identify an argument or claim that the author makes.</b></p> <p><b>8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.</b></p>
8.RI.9	<p>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 identify where the texts disagree on matters of interpretation.</p> <p><b>8.RI.l1 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.</b></p>
Range of Reading and Level of Text Complexity	
8.RI.10	<p>By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> <li>a. Read and comprehend with proficiency at grade level.</li> <li>b. Self-select texts for personal enjoyment, interest and academic tasks.</li> <li>c. Read widely to understand multiple perspectives and diverse viewpoints.</li> </ul> <p><b>8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</b></p> <p><b>8.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts.</b></p>

Writing Standards	
Text Types and Purposes	
8.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>8.WP.k1 Write an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.</b></p> <p><b>8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</b></p> <p><b>8.WP.l1 Write arguments to support claims with logical reasoning and relevant evidence from credible sources.</b></p> <p><b>8.WP.l2 Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.</b></p> <p><b>8.WP.m1 Maintain a consistent style and voice throughout writing.</b></p> <p><b>8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</b></p>
8.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p><b>8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.</b></p> <p><b>8.WI.j3 Write an introduction that clearly previews information to follow and summarizes stated focus.</b></p> <p><b>8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</b></p> <p><b>8.WI.k1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</b></p> <p><b>8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>8.WI.l2 Maintain a consistent style and voice throughout writing.</b></p> <p><b>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</b></p> <p><b>8.WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</b></p> <p><b>8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.</b></p>

8.W.3	<p>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. 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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).</p> <p><b>8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</b></p> <p><b>8.WL.k1 Organize ideas and event so that they unfold naturally.</b></p> <p><b>8.WL.k2 When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</b></p> <p><b>8.WL.k3 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></p> <p><b>8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b></p> <p><b>8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</b></p> <p><b>8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</b></p>
Production and Distribution of Writing	
8.W.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>8.WI.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</b></p> <p><b>8.WL.p1 Produce a clear, coherent, permanent product) that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</b></p> <p><b>8.WP.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</b></p>
8.W.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> <p><b>8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</b></p> <p><b>8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</b></p> <p><b>8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p>

	<p><b>8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p> <p><b>8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</b></p> <p><b>8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p>
8.W.6	<p>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.</p> <p><b>8.WA1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).</b></p>
Research to Build and Present Knowledge	
8.W.7	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>8.WI.i4 Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</b></p>
8.W.8	<p>Gather relevant information from multiple print and digital sources.</p> <p>a. Use search terms effectively</p> <p>b. Assess the credibility and accuracy of each source.</p> <p>c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</b></p> <p><b>8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>8.WI.i3 Use a standard format to produce citations.</b></p> <p><b>8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</b></p> <p><b>8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>8.WP.j4 Use a standard format to write citations.</b></p>
8.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature and literary nonfiction.</p> <p>b. Apply grade 8 Reading standards to informational and argumentative texts</p> <p><b>8.WA2 Provide evidence from grade appropriate literary or informational texts to support analysis, reflection, and research.</b></p>
Range of Writing	
8.W.10	<p>Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p> <p><b>No CCCs developed for this standard.</b></p>



Speaking and Listening Standards	
Comprehension and Collaboration	
8.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</p> <p><b>8.HD.i1 Use information and feedback to refine understanding.</b></p> <p><b>8.HD.j1 Use information and feedback to clarify meaning for readers.</b></p> <p><b>8.WP.i1 Discuss how own view or opinion changes using new information provided by others.</b></p>
8.SL.2	<p>Analyze the main ideas and supporting details presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).</b></p> <p><b>8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).</b></p> <p><b>8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.</b></p>
8.SL.3	<p>Delineate (break down) 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.</p> <p><b>8.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</b></p> <p><b>8.HD.h4 Identify when irrelevant evidence is introduced within an argument.</b></p> <p><b>8.WP.i3 Evaluate the soundness or accuracy (e.g., multiple sources to validate information) of reasons presented to support a claim.</b></p>
Presentation of Knowledge and Ideas	
8.SL.4	<p>Present claims and findings, emphasizing salient 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.</p> <p><b>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</b></p> <p><b>8.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</b></p>
8.SL.5	<p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</b></p>

8.SL.6	Adapt speech to a variety of contexts and tasks, using self-reflection and feedback from others and demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) <b>No CCCs developed for this standard.</b>
<b>Language Standards</b>	
Conventions of Standard English	
8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. <b>8.WA.4 Use active and passive verbs in writing.</b> <b>8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.</b>
8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. <b>8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.</b> <b>8.WA.7 Spell words correctly in writing.</b>
Knowledge of Language	
8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action). b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g. expressing uncertainty or describing a state contrary to fact). <b>8.WA.8 Use active and passive voice in writing to achieve particular effect.</b> <b>8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect.</b>
Vocabulary Acquisition and Use	

8.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).</li> <li>c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase.</li> </ul> <p><b>8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.</b>  <b>8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</b>  <b>8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</b>  <b>8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</b>  <b>8.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</b></p>
8.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul> <p><b>8.RWL.k1 Identify irony within a text or media</b>  <b>8.RWL.k2 Identify a pun within a text or media.</b>  <b>8.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.</b>  <b>8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</b>  <b>8.RWL.g2 Use the relationship between particular words to better understand each of the words.</b>  <b>8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</b></p>
8.L.6	<p>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>8.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</b>  <b>8.RWL.i1 Use general academic and domain specific words and phrases accurately.</b></p>