# Main Criteria: Ancient History-Based Writing Lessons

Secondary Criteria: Colorado Academic Standards (CAS)

Subject: Language Arts

**Grades:** 6, 7, 8

#### **Ancient History-Based Writing Lessons**

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

#### **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.2.	Develop, organize, and present ideas and opinions effectively.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.2. a.	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. (CCSS: SL.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
OUTCOMES	<b>b.</b> RW.6.2.2.	Determine the meaning of words and phrases as they are used in a text, including figurative,
OUT COMES  INDICATOR  CONTENT	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
OUT COMES  INDICATOR  CONTENT AREA	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)  Reading for All Purposes

EVIDENCE OUT COMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	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. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT	RW.6.2.	Reading for All Purposes
AREA	RW.0.2.	Reading for All Fulposes
	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
AREA		Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  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
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.6.2.3. RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  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. (CCSS: L.6.6)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  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. (CCSS: L.6.6)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as

#### **Language Arts**

Grade **7** - Adopted: **201**8

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes

STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)

Language Arts		
		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)

INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.2.	Reading for All Purposes  Analyze organization and structure of informational text to make meaning.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze organization and structure of informational text to make meaning.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.2. c.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "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"). (CCSS: W.6.9b)

		Crado 7 Adontod: 2019
		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)

CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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## **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.2.	Reading for All Purposes  Analyze organization and structure of informational text to make meaning.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze organization and structure of informational text to make meaning.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.2. c.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "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"). (CCSS: W.6.9b)

		Crado 7 Adontod: 2019
		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)

CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

	Grade 8 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
CONTENT AREA	RW.8.1.	Oral Expression and Listening	
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)	
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)	
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)	

INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

## Lesson 04: Unit 2 Writing from Notes, p. 33-40

## **Colorado Academic Standards (CAS)**

STANDARD 4 Read a wide range of informational texts to build knowledge and to better understand the human experience.  STANDARD 5 Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.  STANDARD 7 Craft informational/explanatory texts using techniques specific to the genre.  STANDARD 9 Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.  CONTENT RW.6.1. Oral Expression and Listening  STANDARD RW.6.1.1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.  CONCEPTS AND SKILLS / Evidence Outcomes  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.6.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)  INDICATOR RW.6.1.1. 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 und discussion. (CCSS: SL.6.1a)			Grade <b>6</b> - Adopted: <b>2018</b>
thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.  STANDARD  4 Read a wide range of informational texts to build knowledge and to better understand the human experience.  STANDARD  5 Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.  STANDARD  7 Craft informational/explanatory texts using techniques specific to the genre.  STANDARD  9 Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.  CONTENT RW.6.1. Oral Expression and Listening  STANDARD  RW.6.1.1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.  CONCEPTS AND SKILLS / Evidence Outcomes  EVIDENCE OUTCOMES  RW.6.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and a cacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)  INDICATOR  RW.6.1.1. 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 und discussion. (CCSS: SL.6.1a)			Prepared Graduates in Reading, Writing, and Communicating
STANDARD 5 Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.  STANDARD 7 Craft informational/explanatory texts using techniques specific to the genre.  STANDARD 9 Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.  CONTENT RW.6.1. Oral Expression and Listening  STANDARD RW.6.1.1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.6.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)  INDICATOR RW.6.1.1. 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 und discussion. (CCSS: SL.6.1a)	STANDARD	1	thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's
STANDARD 7 Craft informational/explanatory texts using techniques specific to the genre.  STANDARD 9 Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.  CONTENT AREA RW.6.1. Oral Expression and Listening  STANDARD RW.6.1.1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.6.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)  INDICATOR RW.6.1.1. 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 und discussion. (CCSS: SL.6.1a)	STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
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CONTENT AREA  RW.6.1. Oral Expression and Listening  RW.6.1.1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.  CONCEPTS AND SKILLS / Evidence Outcomes  EVIDENCE OUT COMES  RW.6.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)  INDICATOR  RW.6.1.1. 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 und discussion. (CCSS: SL.6.1a)	STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD  RW.6.1.1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  RW.6.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)  INDICATOR  RW.6.1.1. 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 und discussion. (CCSS: SL.6.1a)	STANDARD	9	
given task and purpose.  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  RW.6.1.1. a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)  INDICATOR  RW.6.1.1. a.i. 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 und discussion. (CCSS: SL.6.1a)		RW.6.1.	Oral Expression and Listening
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  RW.6.1.1. a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)  RW.6.1.1. 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 und discussion. (CCSS: SL.6.1a)	STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
OUT COMES  a. teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)  INDICATOR  RW.6.1.1. 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 und discussion. (CCSS: SL.6.1a)	AND SKILLS / EVIDENCE		Evidence Outcomes
a.i. preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas und discussion. (CCSS: SL.6.1a)			
INDICATOR RW.6.1.1. Follow rules for collegial discussions, set specific goals and deadlines, and define individual role	INDICATOR		preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
a.ii. as needed. (CCSS: SL.6.1b)	INDICATOR		Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR RW.6.1.1. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)	INDICATOR		
INDICATOR RW.6.1.1. Review the key ideas expressed and demonstrate understanding of multiple perspectives throug reflection and paraphrasing. (CCSS: SL.6.1d)	INDICATOR		Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT RW.6.2. Reading for All Purposes AREA		RW.6.2.	Reading for All Purposes
STANDARD RW.6.2.2. Analyze organization and structure of informational text to make meaning.	STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.2.	Reading for All Purposes  Analyze organization and structure of informational text to make meaning.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze organization and structure of informational text to make meaning.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.2. c.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "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"). (CCSS: W.6.9b)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)

INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
	RW.7.3.	Writing and Composition
CONTENT AREA	KW.7.3.	
	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
AREA		Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.2. a.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  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 (for example: headings), graphics (for example: charts, tables), and multimedia when
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.7.3.2. a. RW.7.3.2. a.i.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.7.3.2. a. RW.7.3.2. a.i. RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
	RW.8.3.	Writing and Composition  Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
AREA		Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.3.2. RW.8.3.2. a.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.8.3.2. a. RW.8.3.2. a.i.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other

INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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## **Colorado Academic Standards (CAS)**

Grade <b>6</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	8	Craft narratives using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
CONTENT AREA	RW.6.1.	Oral Expression and Listening	
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)	
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)	

INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)	
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)	
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)	
CONTENT AREA	RW.6.2.	Reading for All Purposes	
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:	
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)	
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)	
INDICATOR	RW.6.2.1. a.iii.	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. (CCSS: RL.6.3)	
CONTENT AREA	RW.6.2.	Reading for All Purposes	
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:	
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)	
CONTENT AREA	RW.6.2.	Reading for All Purposes	
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:	
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)	

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	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. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iii.	Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	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. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)

INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)

EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)

INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iii.	Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
		phrases; gather vocabulary knowledge when considering a word or phrase important to
OUTCOMES	c.	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
OUTCOMES  CONTENT AREA	c. RW.7.3.	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)  Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	c. RW.7.3.	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)  Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	c.  RW.7.3.  RW.7.3.3.	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)  Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS:

INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	
CONTENT AREA	RW.7.3.	Writing and Composition	
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)	
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)	
CONTENT AREA	RW.7.3.	Writing and Composition	
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)	
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)	
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)	
CONTENT AREA	RW.7.4.	Research Inquiry and Design	
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)	

Grade	<b>8</b> - Ad	opted:	2018
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CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	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. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iii.	Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	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. (CCSS: W.8.3c)

INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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# Colorado Academic Standards (CAS)

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	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. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.6.2.3. a.	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. (CCSS: L.6.4)

INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iii.	Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	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. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES	RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.4. d.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4. d.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)  With some guidance and support from peers and adults, develop and strengthen writing as
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4. d. RW.6.3.4. e.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.6.3.4. d. RW.6.3.4. e. RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)

INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iii.	Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.7.5)
INDICATOR	RW.7.2.3. b.ii.	Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)
CONTENT AREA	RW.7.2.	Reading for All Purposes
	RW.7.2.3.	Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
AREA		Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.7.2.3. RW.7.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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. (CCSS: L.7.6)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.7.2.3. RW.7.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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. (CCSS: L.7.6)  Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.2.3. RW.7.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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. (CCSS: L.7.6)  Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.

INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.

CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUT COMES		
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	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. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iii.	Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)
INDICATOR	RW.8.2.3. b.ii.	Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	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. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.8.3.4.	conventions for grammar, usage, and mechanics as well as a style appropriate to task,
CONCEPTS AND SKILLS / EVIDENCE	RW.8.3.4. RW.8.3.4. a.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.8.3.4.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.3.4. a.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.8.3.4. a. RW.8.3.4. a.ii.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.8.3.4. a.ii. RW.8.3.4. a.ii.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  Form and use verbs in the active and passive voice. (CCSS: L.8.1b)  Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  INDICATOR  CONTENT AREA	RW.8.3.4. a.ii. RW.8.3.4. a.iv.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  Form and use verbs in the active and passive voice. (CCSS: L.8.1b)  Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)  Writing and Composition  Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task,

EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

#### Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

## **Colorado Academic Standards (CAS)**

Grade <b>6</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.6.2.1.	Use Key Ideas and Details to:
OUTCOMES	a.	
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
	RW.6.2.1.	
INDICATOR	RW.6.2.1. a.i.	drawn from the text. (CCSS: RL.6.1)  Determine a theme or central idea of a text and how it is conveyed through particular details;
INDICATOR	RW.6.2.1. a.i. RW.6.2.1. a.ii.	drawn from the text. (CCSS: RL.6.1)  Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)  Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how
INDICATOR  INDICATOR  INDICATOR  CONTENT	RW.6.2.1. a.i. RW.6.2.1. a.ii. RW.6.2.1. a.iii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)  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. (CCSS: RL.6.3)
INDICATOR  INDICATOR  INDICATOR  CONTENTAREA	RW.6.2.1. a.i. RW.6.2.1. a.ii. RW.6.2.1. a.iii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)  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. (CCSS: RL.6.3)  Reading for All Purposes
INDICATOR  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.1. a.i. RW.6.2.1. a.ii. RW.6.2.1. a.iii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)  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. (CCSS: RL.6.3)  Reading for All Purposes  Analyze literary elements within different types of literature to make meaning.
INDICATOR  INDICATOR  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.6.2.1. a.i.  RW.6.2.1. a.ii.  RW.6.2.1. RW.6.2.1. RW.6.2.1.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)  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. (CCSS: RL.6.3)  Reading for All Purposes  Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes

STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	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. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.	Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
AREA		Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  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
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.6.2.3. RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  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. (CCSS: L.6.6)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.6.2.3. RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  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. (CCSS: L.6.6)  Writing and Composition  Write engaging real or imagined narratives using techniques such as sensory language,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.3. RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  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. (CCSS: L.6.6)  Writing and Composition  Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.

INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening

STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1.	Use Key Ideas and Details to:
	a.	
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1.	
	RW.7.2.1. a.i.	as inferences drawn from the text. (CCSS: RL.7.1)  Analyze how particular elements of a story or drama interact (for example: how setting shapes the

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
	RW.7.2.3.	Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
AREA		Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.7.2.3. RW.7.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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. (CCSS: L.7.6)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.7.2.3. RW.7.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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. (CCSS: L.7.6)  Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.2.3. RW.7.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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. (CCSS: L.7.6)  Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.

INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.

CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUT COMES		
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	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. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	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. (CCSS: W.8.3c)

INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUTCOMES		

EVIDENCE OUTCOMES RW.8.4.1. b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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### **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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 unde discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	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. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	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. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	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. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
	RW.6.3.4.	Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
AREA		Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4. d.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)  With some guidance and support from peers and adults, develop and strengthen writing as
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4. d. RW.6.3.4. e.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.6.3.4. d. RW.6.3.4. e. RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)

INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Grade 8 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	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. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	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. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

# **Colorado Academic Standards (CAS)**

**Language Arts** 

Grade 6 - Adopted: 2018

CONTENT AREA

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)

INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	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. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
	RW.6.3.4.	Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
AREA		Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4. d.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)  With some guidance and support from peers and adults, develop and strengthen writing as
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4. d. RW.6.3.4. e.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.6.3.4. d. RW.6.3.4. e. RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "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"). (CCSS: W.6.9b)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)

INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	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. (CCSS: L.7.4)

INDICATOR RW7.2.3.			
CONTENT AREA  RW.7.2. Reading for All Purposes  RW.7.2.3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  CONCESTS (AND SKILLS) Evidence Outcomes  FW.7.2.3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garbier vocabulary incowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)  CONTENT  RW.7.3. Writing and Composition  STANDARD  RW.7.3.2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal stryle.  CONCEPTS  AND SKILLS    Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  A	INDICATOR		
STANDARD RW.7.2.3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  Tandara  RW.7.3. Writing and Composition  RW.7.3. Writing and Composition  RW.7.3.2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal strategies, relevant supporting information, and analysis of relevant content. (CCSS: W.7.2.)  INDICATOR  RW.7.3.2. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information, using strategies such as definition, classification, comparisoritocinitist, and cause/effect include formating (for example: headings), graphics (for example: chars, tables), and multimedia when useful to adding comprehension. (CCSS: W.7.2a)  INDICATOR  RW.7.3.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)  INDICATOR  RW.7.3.2. Use appropriate transitions to create cohesion and clarity the relationships among ideas and concepts. (CCSS: W.7.2b)  INDICATOR  RW.7.3.3. Writing and Composition  RW.7.3.3. Writing and Composition	INDICATOR		
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.7.2.3. 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. (CCSS: L.7.6)  CONTENT AREA  STANDARD  RW.7.3.2. Writing and Composition  RW.7.3.2. Writing and Composition  STANDARD  RW.7.3.2. Writing and Composition  STANDARD  RW.7.3.2. Writing and Composition  RW.7.3.2. Writing and Composition  STANDARD  RW.7.3.2. Writing and Composition  RW.7.3.2. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  INDICATOR  RW.7.3.2. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information for example: headings), graphics for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)  INDICATOR  RW.7.3.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)  INDICATOR  RW.7.3.2. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2b)  INDICATOR  RW.7.3.2. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)  INDICATOR  RW.7.3.2. Provide a concluding statement or section that follows from and supports the information or explaination presented. (CCSS: W.7.2b)  RW.7.3.3. Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and description, sensory language, dialogue, and logical pacing to capture the action and		RW.7.2.	Reading for All Purposes
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE CONTENT AREA  RW.7.3. 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. (CCSS: L.7.6)  RW.7.3. Writing and Composition  RW.7.3.2. Writing and Composition  RW.7.3.2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  CONCEPTS AND SKILLS (EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.7.3.2. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information (CCSS: W.7.2)  INDICATOR  RW.7.3.2. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, disastification, comparison/contrast, and cause/effect include formating (or example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)  INDICATOR  RW.7.3.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)  INDICATOR  RW.7.3.2. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)  INDICATOR  RW.7.3.2. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)  INDICATOR  RW.7.3.2. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)  CONTENT  RW.7.3. Writing and Composition  RW.7.3. Writing and Composition	STANDARD	RW.7.2.3.	
OUTCOMES  c. phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L7.6)  CONTENT AREA  RW.7.3. Writing and Composition  RW.7.3.2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  CONCEPTS AND SKILLS   Evidence Outcomes  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.7.3.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  INDICATOR  RW.7.3.2. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information formating (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)  INDICATOR  RW.7.3.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)  INDICATOR  RW.7.3.2. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)  INDICATOR  RW.7.3.2. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)  INDICATOR  RW.7.3.2. Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2b)  CONTENT  RW.7.3.3. Writing and Composition  RW.7.3.3. Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and description, sensory language, dialogue, and logical pacing to capture the action and	AND SKILLS / EVIDENCE		Evidence Outcomes
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	STANDARD	RW.7.3.3.	

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)

INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT	RW.8.2.	Reading for All Purposes

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
	RW.8.3.2.	Writing and Composition  Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
AREA		Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.8.3.2. a.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts,
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.8.3.2. a. RW.8.3.2. a.i.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.8.3.2. a. RW.8.3.2. a.i. RW.8.3.2. a.ii.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)

CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

### Lesson 10: Unit 4 Summarizing a Reference, p. 89-96

# **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)

INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS		
AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
EVIDENCE  EVIDENCE		
EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>c.</b> RW.6.2.2.	Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively)
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.6.2.2. c.i.	Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)

CONCEPTS		
AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	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. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
	a.	information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	a. RW.6.3.2. a.i.	
INDICATOR	RW.6.3.2.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension.
	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
INDICATOR	RW.6.3.2. a.i. RW.6.3.2. a.ii.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.i. RW.6.3.2. a.ii. RW.6.3.2.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)  Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)  Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD		
	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT	RW.6.3.	Writing and Composition
AREA		
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
	RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.4. B.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.6.3.4. b.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.6.3.4. b.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.6.3.4. b. RW.6.3.4. b.i.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as

EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "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"). (CCSS: W.6.9b)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE		
OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.7.5)
OUTCOMES	<b>b.</b> RW.7.2.3.	word meanings. (CCSS: L.7.5)  Use the relationship between particular words (for example: synonym/antonym, analogy) to better
OUT COMES  INDICATOR  CONTENT	<b>b.</b> RW.7.2.3. b.ii.	word meanings. (CCSS: L.7.5)  Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)
OUT COMES  INDICATOR  CONTENT AREA	b.  RW.7.2.3. b.ii.  RW.7.2.	word meanings. (CCSS: L.7.5)  Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	b.  RW.7.2.3. b.ii.  RW.7.2.	word meanings. (CCSS: L.7.5)  Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	k. RW.7.2.3. b.ii. RW.7.2. RW.7.2.3.	word meanings. (CCSS: L.7.5)  Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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
OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	b.  RW.7.2.3. b.ii.  RW.7.2.  RW.7.2.3.	word meanings. (CCSS: L.7.5)  Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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. (CCSS: L.7.6)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the

#### **Language Arts**

Grade 8 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes
OUTCOMES		

INDICATOR	RW.8.2.3. b.ii.	Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

### Lesson 11: Unit 4 Summarizing a Reference, p. 97-106

# Colorado Academic Standards (CAS)

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.2.	Reading for All Purposes  Analyze organization and structure of informational text to make meaning.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze organization and structure of informational text to make meaning.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.2. c.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "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"). (CCSS: W.6.9b)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)

INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
	RW.7.3.	Writing and Composition
CONTENT AREA	KW.7.3.	
	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
AREA		Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.2. a.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  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 (for example: headings), graphics (for example: charts, tables), and multimedia when
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.7.3.2. a. RW.7.3.2. a.i.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.7.3.2. a. RW.7.3.2. a.i. RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4.	Choose among simple, compound, complex, and compound-complex sentences to signal
	a.ii.	differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	a.ii. RW.7.3.	differing relationships among ideas. (CCSS: L.7.1b)  Writing and Composition
AREA	RW.7.3.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.3.4.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.4.  RW.7.3.4.  c.  RW.7.3.4.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.7.3.4.  RW.7.3.4.  c.  RW.7.3.4. c.i.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.4. RW.7.3.4. c.  RW.7.3.4. c.i.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its

EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Grade 8 - Adopted: 2018		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  RI  CONCEPTS	W 0 2 2	Reading for All Purposes
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  RI  CONCEPTS	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
OUTCOMES b.  INDICATOR R b.  CONTENT RI AREA  STANDARD RI  CONCEPTS		Evidence Outcomes
CONTENT RIAREA  STANDARD RI		Use Craft and Structure to:
AREA STANDARD RI CONCEPTS	RW.8.2.2. .i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONCEPTS	RW.8.2.	Reading for All Purposes
	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE RIOUTCOMES a.		Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR R	RW.8.2.3. .i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
	RW.8.2.3. .iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT RI	RW.8.2.	Reading for All Purposes
STANDARD R		Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE R OUTCOMES c.	RW.8.2.3.	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. (CCSS: L.8.6)
CONTENT RI	RW.8.3.	Writing and Composition
ST AND ARD RI	W 0 2 2	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		
EVIDENCE RI OUTCOMES a.		Evidence Outcomes

INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

# Lesson 12: Unit 4 Summarizing a Reference, p. 197-118

# Colorado Academic Standards (CAS)

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. RW.6.2.2. a.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.2.2.	Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.2. a.	Evidence Outcomes  Use Key Ideas and Details to:  Cite textual evidence to support analysis of what the text says explicitly as well as inferences
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.6.2.2. a.i. RW.6.2.2.	Evidence Outcomes  Use Key Ideas and Details to:  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  Determine a central idea of a text and how it is conveyed through particular details; provide a
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2.	Use Key Ideas and Details to:  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  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. (CCSS: RI.6.2)  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  CONTENT	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii.	Use Key Ideas and Details to:  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  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. (CCSS: RI.6.2)  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  CONTENT AREA	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii.	Use Key Ideas and Details to:  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  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. (CCSS: RI.6.2)  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)  Reading for All Purposes

INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	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. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes
OUTCOMES		

EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "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"). (CCSS: W.6.9b)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
	RW.7.2.	Reading for All Purposes  Summarize and evaluate to show understanding of informational texts.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Summarize and evaluate to show understanding of informational texts.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.  Evidence Outcomes
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.2.2. b.	Summarize and evaluate to show understanding of informational texts.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.7.2.2. b. RW.7.2.2. b.i.	Summarize and evaluate to show understanding of informational texts.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
AREA  STANDARD  CONCEPTS AND SKILLS I EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.7.2.2. b. RW.7.2.2. b.i.	Summarize and evaluate to show understanding of informational texts.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.2.2. b. RW.7.2.2. b.i.	Summarize and evaluate to show understanding of informational texts.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE		
OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)

		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:

INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)

INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
		Writing and Composition  Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
AREA	RW.8.3.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task,
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.8.3.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

### Lesson 13: Unit 5 Writing from Pictures, p. 119-128

## **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)

INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	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. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)

INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
	RW.7.4.	Research Inquiry and Design  Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
AREA		Pose research questions, synthesize answers from multiple credible sources, and

EVIDENCE OUTCOMES RW.7.4.1. b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

### **Colorado Academic Standards (CAS)**

99070		
		Grade 8 - Adopted: 2018
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	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. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

### Lesson 14: Unit 5 Writing from Pictures, p. 129-138

# Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	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. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

#### **Language Arts**

Grade 7 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)

CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	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. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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# Colorado Academic Standards (CAS)

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	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. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
AND SKILLS / EVIDENCE OUT COMES		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

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUT COMES		
EVIDENCE	RW.7.1.2. a.	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. (CCSS: SL.7.4)
EVIDENCE  EVIDENCE		pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	a.	pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	a. RW.7.2.	pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	a. RW.7.2.	pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
	RW.7.4.	Research Inquiry and Design  Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
AREA		Pose research questions, synthesize answers from multiple credible sources, and

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
		relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,
OUTCOMES	a.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
OUTCOMES  CONTENT AREA	a. RW.8.2.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of
CONCEPTS AND SKILLS / EVIDENCE	a. RW.8.2.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	a.  RW.8.2.  RW.8.2.3.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.  Evidence Outcomes  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
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	a.  RW.8.2.3.  RW.8.2.3.  c.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.  Evidence Outcomes  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. (CCSS: L.8.6)
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	a.  RW.8.2.  RW.8.2.3.  C.  RW.8.3.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.  Evidence Outcomes  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. (CCSS: L.8.6)  Writing and Composition  Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal

INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	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. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.8.3.4.	conventions for grammar, usage, and mechanics as well as a style appropriate to task,
CONCEPTS AND SKILLS / EVIDENCE	RW.8.3.4. RW.8.3.4. a.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.8.3.4.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.3.4. a.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.8.3.4. a. RW.8.3.4. a.ii.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.8.3.4. a.ii. RW.8.3.4. a.ii.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  Form and use verbs in the active and passive voice. (CCSS: L.8.1b)  Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  INDICATOR  CONTENT AREA	RW.8.3.4. a.ii. RW.8.3.4. a.iv.	conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  Form and use verbs in the active and passive voice. (CCSS: L.8.1b)  Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)  Writing and Composition  Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task,

EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

### Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

# **Colorado Academic Standards (CAS)**

Grade <b>6</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
CONTENT AREA	RW.6.1.	Oral Expression and Listening	
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	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. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT	RW.6.2.	Reading for All Purposes
AREA	1744.0.2.	reduing for All Fulposes
	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
AREA		Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  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
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.6.2.3. RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  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. (CCSS: L.6.6)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  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. (CCSS: L.6.6)  Writing and Composition  Write informative/explanatory texts characterized by appropriate organization, ample
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  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. (CCSS: L.6.6)  Writing and Composition  Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVADENCE		
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: $L.6.3$ )
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
E) //D E1:0E	RW.6.3.4.	With some guidance and support from peers and adults, develop and strengthen writing as
EVIDENCE OUTCOMES	e.	needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
OUTCOMES	e. RW.6.3.4.	needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
OUTCOMES  EVIDENCE OUTCOMES  CONTENT	e. RW.6.3.4. g.	needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	e.  RW.6.3.4. g.	needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)  Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible
EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	e.  RW.6.3.4. g.	needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)  Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)

CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)

INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
	RW.8.2.	Reading for All Purposes  Analyze and evaluate an author's choices to understand informational text.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze and evaluate an author's choices to understand informational text.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.2.2. b.	Analyze and evaluate an author's choices to understand informational text.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.8.2.2. b.	Analyze and evaluate an author's choices to understand informational text.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.8.2.2. b. RW.8.2.2. b.i.	Analyze and evaluate an author's choices to understand informational text.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.8.2.2. b. RW.8.2.2. b.i.	Analyze and evaluate an author's choices to understand informational text.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUTCOMES		
	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
OUTCOMES		
EVIDENCE OUTCOMES  EVIDENCE	d. RW.8.3.4.	appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE	d.  RW.8.3.4. e.	appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	d.  RW.8.3.4. e.  RW.8.3.4. g.	appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	d.  RW.8.3.4. e.  RW.8.3.4. g.	with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)  Research Inquiry and Design  Pose important questions; identify, locate, and evaluate sources; extract and

EVIDENCE OUTCOMES RW.8.4.1. b.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

#### Lesson 17: Unit 6 Summarizing Multiple References, p. 157-173

### **Colorado Academic Standards (CAS)**

Grade <b>6</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)

INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS		
AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
EVIDENCE  EVIDENCE		
EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>c.</b> RW.6.2.2.	Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively)
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.6.2.2. c.i.	Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)

CONCEPTS		
AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	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. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
OUTCOMES	RW.6.3.2. a.	information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR		
	a. RW.6.3.2.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	a.  RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
INDICATOR	a.  RW.6.3.2. a.i.  RW.6.3.2. a.ii.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR  INDICATOR	RW.6.3.2. a.ii. RW.6.3.2. a.iii. RW.6.3.2.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)  Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)  Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT		
CONTENT	a.v.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT	a.v. RW.6.3.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	a.v. RW.6.3.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	a.v.  RW.6.3.  RW.6.3.4.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization,
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4.  RW.6.3.4.  RW.6.3.4.	Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.6.3.4. b.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.6.3.4. b.i. RW.6.3.4.	writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as

INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)

Grade <b>7</b> - Adopted: <b>2018</b>			
CONTENT		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.

CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUTCOMES		
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
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CONTENT AREA	RW.7.3.	Writing and Composition
	RW.7.3.	
AREA		Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS:
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.3.  RW.7.3.3.  a.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.7.3.3. a. RW.7.3.3. a.vi.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.3. a. RW.7.3.3. a.vi.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its

INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Language Arts		
		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	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. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Crade 6 Adented 2019		
		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.	Reading for All Purposes  Analyze organization and structure of informational text to make meaning.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze organization and structure of informational text to make meaning.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.2. c.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
AREA		Pose research question(s), gather, synthesize, and credit relevant and credible
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

Grade <b>7</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	

STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1.	Acknowledge new information expressed by others and, when warranted, modify their own views.
	a.iv.	(CCSS: SL.7.1d)
CONTENT	a.iv. RW.7.1.	(CCSS: SL.7.1d)  Oral Expression and Listening
AREA	RW.7.1.	Oral Expression and Listening
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.7.1.2.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.7.1.2.  RW.7.1.2.  RW.7.1.2.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  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. (CCSS: SL.7.4)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.7.1.2.  RW.7.1.2.  RW.7.1.2.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  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. (CCSS: SL.7.4)  Reading for All Purposes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.2.  RW.7.1.2.  RW.7.1.2.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  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. (CCSS: SL.7.4)  Reading for All Purposes  Summarize and evaluate to show understanding of informational texts.

INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

#### **Language Arts**

Grade **8** - Adopted: **201**8

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	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. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 19: Unit 6 Summarizing Multiple References, p. 183-195

# **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	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. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	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. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
AREA		Pose research question(s), gather, synthesize, and credit relevant and credible
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1.	Acknowledge new information expressed by others and, when warranted, modify their own views.
	a.iv.	(CCSS: SL.7.1d)
CONTENT	a.iv. RW.7.1.	(CCSS: SL.7.1d)  Oral Expression and Listening
AREA	RW.7.1.	Oral Expression and Listening
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.7.1.2.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.7.1.2.  RW.7.1.2.  RW.7.1.2.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  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. (CCSS: SL.7.4)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.7.1.2.  RW.7.1.2.  RW.7.1.2.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  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. (CCSS: SL.7.4)  Reading for All Purposes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.2.  RW.7.1.2.  RW.7.1.2.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  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. (CCSS: SL.7.4)  Reading for All Purposes  Summarize and evaluate to show understanding of informational texts.

INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

#### **Language Arts**

Grade **8** - Adopted: **2018** 

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	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. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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# Colorado Academic Standards (CAS)

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)

AREA		
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
	RW.6.3.	Writing and Composition  Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
AREA		Write engaging real or imagined narratives using techniques such as sensory language,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS:
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.6.3.3. a. RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example:
AREA  STANDARD  CONCEPTS AND SKILLS I EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.6.3.3. a. RW.6.3.3. a.vi.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.3.3. a. RW.6.3.3. a.vi.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as

CONTENT

RW.6.3.

**Writing and Composition** 

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
OUTCOMES	e. RW.6.3.4.	needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
OUTCOMES  EVIDENCE OUTCOMES  CONTENT	e. RW.6.3.4. g.	needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	e.  RW.6.3.4. g.	needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)  Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)

CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)

CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition

STANDARD		
	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
	RW.8.3.4.	Writing and Composition  Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
AREA		Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE	RW.8.3.4. d. RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.3.4. d. RW.8.3.4. e.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.8.3.4. d. RW.8.3.4. e.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

### Lesson 21: Unit 7 Inventive Writing, p. 203-212

# Colorado Academic Standards (CAS)

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Grade <b>7</b> - Adopted: <b>2018</b>			
CONTENT		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
CONTENT AREA	RW.7.1.	Oral Expression and Listening	
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)	
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)	
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)	
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)	

INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
	RW.7.3.	Writing and Composition  Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
AREA		Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.2. a.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  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 (for example: headings), graphics (for example: charts, tables), and multimedia when
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.7.3.2. a. RW.7.3.2. a.i.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.7.3.2. a. RW.7.3.2. a.i. RW.7.3.2. a.ii.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)

EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)

INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)

INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
AREA		Pose important questions; identify, locate, and evaluate sources; extract and

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### **Colorado Academic Standards (CAS)**

Grade <b>6</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
CONTENT AREA	RW.6.1.	Oral Expression and Listening	
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)

INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.

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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
AREA		Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.7.2.3. RW.7.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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. (CCSS: L.7.6)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.7.2.3. c. RW.7.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  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. (CCSS: L.7.6)  Writing and Composition  Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal

INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Grade <b>8</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)

CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
	RW.8.3.	Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
AREA		Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS:
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.8.3.3.  RW.8.3.3.  RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)  Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.8.3.3. a. RW.8.3.3. a.vi.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)  Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.8.3.3. a.  RW.8.3.3. a.vi.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)  Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task,

INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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# Colorado Academic Standards (CAS)

Grade <b>6</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Grade <b>7</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
AND SKILLS / EVIDENCE OUT COMES		Produce clear and coherent writing in which the development, organization, and style are
AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE	d. RW.7.3.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	d.  RW.7.3.4. e.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	d.  RW.7.3.4. e.  RW.7.3.4. g.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	d.  RW.7.3.4. e.  RW.7.3.4. g.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)  Research Inquiry and Design  Pose research questions, synthesize answers from multiple credible sources, and

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUT COMES		

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

### Lesson 24: Unit 8 Formal Essay Models, p. 229-240

# Colorado Academic Standards (CAS)

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
	RW.7.3.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
AREA		Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.7.3.4. c.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.7.3.4. c. RW.7.3.4. c.i.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.4. c. RW.7.3.4. c.i.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its

EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)

INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)

INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT	RW.8.4.	Research Inquiry and Design
AREA	100.0.4.	Research inquiry and Design
	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
AREA		Pose important questions; identify, locate, and evaluate sources; extract and
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.

### Lesson 25: Unit 8 Formal Essay Models, p. 241-252

# Colorado Academic Standards (CAS)

Grade <b>6</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.	Analyze organization and structure of informational text to make meaning.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze organization and structure of informational text to make meaning.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.2. c.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.6.3.3.	
CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.3. RW.6.3.3. a.	dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.3.3.	dialogue, description and sequencing to convey experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.3. a.	dialogue, description and sequencing to convey experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example:
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.6.3.3. a. RW.6.3.3. a.vi.	dialogue, description and sequencing to convey experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.6.3.3. a. RW.6.3.3. a.vi.	dialogue, description and sequencing to convey experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.3. a. RW.6.3.3. a.vi.	dialogue, description and sequencing to convey experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: w.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)

CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)

INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)

INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	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. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

### Lesson 26: Unit 8 Formal Essay Models, p. 253-258

# Colorado Academic Standards (CAS)

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.6.2.3. c.	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. (CCSS: L.6.6)
AND SKILLS / EVIDENCE OUT COMES		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
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	C.	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. (CCSS: L.6.6)
AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	c. RW.6.3.	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. (CCSS: L.6.6)  Writing and Composition  Write informative/explanatory texts characterized by appropriate organization, ample
AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	c. RW.6.3.	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. (CCSS: L.6.6)  Writing and Composition  Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	c.  RW.6.3.  RW.6.3.2.	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. (CCSS: L.6.6)  Writing and Composition  Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
CTANDADD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
STANDARD		
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	a.	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. (CCSS: SL.7.4)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  CONTENT AREA	a. RW.7.2.	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. (CCSS: SL.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	a. RW.7.2.	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. (CCSS: SL.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	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 (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant
		description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
AND SKILLS / EVIDENCE	RW.7.3.3. a.	detail experiences and events.
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE		detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS:
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	a. RW.7.3.3.	detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	a. RW.7.3.3. a.vi.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.3. a.vi.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.3. a.vi.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

#### **Language Arts**

Grade **8** - Adopted: **2018** 

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	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. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	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. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.1.	Reading for All Purposes  Analyze literary elements within different types of literature to make meaning.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze literary elements within different types of literature to make meaning.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.1. d.	Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.6.2.1. d. RW.6.2.1. d.i.	Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.2.1. d. RW.6.2.1. d.i.	Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.1. d. RW.6.2.1. d.i.	Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

		Grade 7 - Adopted: 2019
		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)

CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
	RW.8.2.1.	Reading for All Purposes  Analyze and evaluate literary elements and an author's choices to understand literary text.
AREA		Analyze and evaluate literary elements and an author's choices to understand literary
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze and evaluate literary elements and an author's choices to understand literary text.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.  Evidence Outcomes
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.2.1. d. RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, at
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.8.2.1. d. RW.8.2.1. d.i.	Analyze and evaluate literary elements and an author's choices to understand literary text.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  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. (CCSS: RL.8.10)
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.8.2.1. d. RW.8.2.1. d.i.	Analyze and evaluate literary elements and an author's choices to understand literary text.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  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. (CCSS: RL.8.10)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.8.2.1. d. RW.8.2.1. d.i.	Analyze and evaluate literary elements and an author's choices to understand literary text.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  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. (CCSS: RL.8.10)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	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. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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# Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:

INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	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. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
	RW.6.3.2.	Writing and Composition  Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
AREA		Write informative/explanatory texts characterized by appropriate organization, ample

INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: $L.6.1$ )
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
AREA		Pose research question(s), gather, synthesize, and credit relevant and credible
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.2. RW.7.1.2. a.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.7.1.2.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.7.1.2. a.	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. (CCSS: SL.7.4)  Reading for All Purposes  Analyze the connections between interrelated literary elements to understand literary
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.2. a.	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. (CCSS: SL.7.4)  Reading for All Purposes  Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.1.2. a. RW.7.2.1.	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. (CCSS: SL.7.4)  Reading for All Purposes  Analyze the connections between interrelated literary elements to understand literary texts.  Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.1.2. a. RW.7.2.1. RW.7.2.1. a.	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. (CCSS: SL.7.4)  Reading for All Purposes  Analyze the connections between interrelated literary elements to understand literary texts.  Evidence Outcomes  Use Key Ideas and Details to:  Analyze how particular elements of a story or drama interact (for example: how setting shapes the

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.7.4.1. b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

## **Colorado Academic Standards (CAS)**

Grade <b>8</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	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. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4.	Produce clear and coherent writing in which the development, organization, and style are
	d.	appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
	RW.8.3.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	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. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 273-282

# **Colorado Academic Standards (CAS)**

Grade 6 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)

INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	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. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	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. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)

INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	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. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)

INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.8.2.1. d.i.	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. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4.	Produce clear and coherent writing in which the development, organization, and style are
	d.	appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
	RW.8.3.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	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. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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# **Colorado Academic Standards (CAS)**

Grade 6 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	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. (CCSS: SL.6.1a)

INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.iii.	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. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	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. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	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 grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	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. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	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. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	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. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.1.2. a.	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. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	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. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)

INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
	RW.7.4.	Research Inquiry and Design  Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
AREA		Pose research questions, synthesize answers from multiple credible sources, and

Grade 8 - Adopted: 2018			
CONTENT		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
CONTENT AREA	RW.8.1.	Oral Expression and Listening	

STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	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. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	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. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	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. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	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. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. c.	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. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)

CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	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. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)