

# Main Criteria: Ancient History-Based Writing Lessons

## Secondary Criteria: Maryland College and Career-Ready Standards

### Subject: Language Arts

Grades: 6, 7, 8

#### Ancient History-Based Writing Lessons

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

#### Maryland College and Career-Ready Standards

##### Language Arts

Grade 6 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD**

##### Reading Literature Standards

**TOPIC /  
INDICATOR**

##### Key Ideas and Details

INDICATOR /  
PROFICIENCY  
LEVEL

RL.6.1.

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

**STRAND /  
TOPIC /  
STANDARD**

##### Reading Informational Text

**TOPIC /  
INDICATOR**

##### Key Ideas and Details

INDICATOR /  
PROFICIENCY  
LEVEL

RI.6.1.

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

INDICATOR /  
PROFICIENCY  
LEVEL

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

INDICATOR /  
PROFICIENCY  
LEVEL

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STRAND /  
TOPIC /  
STANDARD**

##### Reading Informational Text

**TOPIC /  
INDICATOR**

##### Craft and Structure

INDICATOR /  
PROFICIENCY  
LEVEL

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND /  
TOPIC /  
STANDARD**

##### Writing Standards

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	SL.6.1.	<b>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.</b>

OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.4.	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.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.7.4.	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.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>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.</b>

OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.

## **Maryland College and Career-Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2022**

**STRAND / TOPIC / STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND / TOPIC / STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR	Craft and Structure	
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INDICATOR /  
PROFICIENCY  
LEVEL

RI.8.4.

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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

## OBJECTIVE

W.8.3.b.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
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INDICATOR /  
PROFICIENCY  
LEVEL

W.8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR /  
PROFICIENCY  
LEVEL

W.8.5.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.8.1.

**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.**

## OBJECTIVE

SL.8.1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

## OBJECTIVE

SL.8.1.b.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

## OBJECTIVE

SL.8.1.d.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>	<b>Presentation of Knowledge and Ideas</b>	
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.8.4.

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.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>	
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.8.4.

**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.**

**OBJECTIVE**

L.8.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**OBJECTIVE**

L.8.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>	
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.8.6.

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.

Lesson 02: Unit 2 Writing from Notes, p. 7-26

**Maryland College and Career-Ready Standards****Language Arts****Grade 6 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>	<b>Key Ideas and Details</b>	
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**INDICATOR /  
PROFICIENCY  
LEVEL**

RL.6.1.

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

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR	Key Ideas and Details	
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STRAND / TOPIC / STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR	Craft and Structure	
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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STRAND / TOPIC / STANDARD	<b>Writing Standards</b>
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TOPIC / INDICATOR	<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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STRAND / TOPIC / STANDARD	<b>Writing Standards</b>
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TOPIC / INDICATOR	<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / TOPIC / STANDARD	<b>Speaking and Listening Standards</b>
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TOPIC / INDICATOR	<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.
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OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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STRAND / TOPIC / STANDARD	<b>Language Standards</b>
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TOPIC / INDICATOR	<b>Contents of Standard English</b>
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INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>INDICATOR / PROFICIENCY LEVEL</b>	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)
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**STRAND / TOPIC / STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.7.4.	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.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.

OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

**OBJECTIVE****L.7.3.a.**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

**OBJECTIVE****L.7.4.a.**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**OBJECTIVE****L.7.4.d.**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.6.	<b>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.</b>

**Maryland College and Career-Ready Standards****Language Arts****Grade 8 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RL.8.1.	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Contents of Standard English	
INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.8.4.	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.

OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.

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## Maryland College and Career-Ready Standards

### Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
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TOPIC / INDICATOR	Key Ideas and Details	
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INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND / TOPIC / STANDARD** **Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STRAND / TOPIC / STANDARD** **Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND / TOPIC / STANDARD** **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.
OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.4.	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.

OBJECTIVE L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

**Maryland College and Career-Ready Standards****Language Arts****Grade 7 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR	Key Ideas and Details	
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

**STRAND / TOPIC / STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR	Craft and Structure	
INDICATOR / PROFICIENCY LEVEL	RI.7.4.	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.

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Text Types and Purposes	

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>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.</b>
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

OBJECTIVE SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
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INDICATOR /  
PROFICIENCY  
LEVEL SL.7.4. 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.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Knowledge of Language	
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.7.4.	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.

OBJECTIVE L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 8 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR	Key Ideas and Details	
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
TOPIC / INDICATOR	Key Ideas and Details	
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
TOPIC / INDICATOR	Craft and Structure	
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	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.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Text Types and Purposes
Indicator / Proficiency Level	Indicator	Text
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Production and Distribution of Writing
Indicator / Proficiency Level	Indicator	Text
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Research to Build and Present Knowledge
Indicator / Proficiency Level	Indicator	Text
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.

Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Range of Writing
Indicator / Proficiency Level	Indicator	Text
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards		
Strand / Topic / Standard	Topic / Indicator	Comprehension and Collaboration
Indicator / Proficiency Level	Indicator	Text
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.

OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE L.8.1.d. Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.8.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.

**Maryland College and Career-Ready Standards****Language Arts****Grade 6 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards****TOPIC /  
INDICATOR****Key Ideas and Details****INDICATOR /  
PROFICIENCY  
LEVEL**

RL.6.1.

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

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text****TOPIC /  
INDICATOR****Key Ideas and Details****INDICATOR /  
PROFICIENCY  
LEVEL**

RI.6.1.

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

**INDICATOR /  
PROFICIENCY  
LEVEL**

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**INDICATOR /  
PROFICIENCY  
LEVEL**

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text****TOPIC /  
INDICATOR****Craft and Structure****INDICATOR /  
PROFICIENCY  
LEVEL**

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards****TOPIC /  
INDICATOR****Text Types and Purposes****INDICATOR /  
PROFICIENCY  
LEVEL**

W.6.2.

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

**OBJECTIVE**

W.6.2.a.

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>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.</b>

OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.
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## Maryland College and Career-Ready Standards

### Language Arts

Grade 7 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / TOPIC / STANDARD	Reading Informational Text
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TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

STRAND / TOPIC / STANDARD	Reading Informational Text
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TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.7.4.	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.

STRAND / TOPIC / STANDARD	Writing Standards
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TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE

W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR /  
PROFICIENCY  
LEVEL

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

Topic / Indicator		Range of Writing
Indicator / Proficiency Level	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Strand / Topic / Standard		Speaking and Listening Standards
Topic / Indicator		Comprehension and Collaboration
Indicator / Proficiency Level	SL.7.1.	<b>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.</b>
Objective	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
Objective	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
Objective	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
Strand / Topic / Standard		Speaking and Listening Standards
Topic / Indicator		Presentation of Knowledge and Ideas
Indicator / Proficiency Level	SL.7.4.	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.
Strand / Topic / Standard		Language Standards
Topic / Indicator		Knowledge of Language
Indicator / Proficiency Level	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
Objective	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Strand / Topic / Standard		Language Standards
Topic / Indicator		Vocabulary Acquisition and Use
Indicator / Proficiency Level	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 8 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
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**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.8.4.	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.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
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OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.8.4.	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.

OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2022**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	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.

INDICATOR / PROFICIENCY LEVEL	RL.6.3.	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.
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TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.6.5.	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.

TOPIC / INDICATOR		Reading Literature Standards
INDICATOR / PROFICIENCY LEVEL		Reading Literature Standards

TOPIC / INDICATOR	Range of Reading and Level of Text Complexity	
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INDICATOR / PROFICIENCY LEVEL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / TOPIC / STANDARD	Writing Standards	
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TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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OBJECTIVE	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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OBJECTIVE	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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OBJECTIVE	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND / TOPIC / STANDARD	Writing Standards	
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TOPIC / INDICATOR	Production and Distribution of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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STRAND / TOPIC / STANDARD	Writing Standards	
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TOPIC / INDICATOR	Range of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>SL.6.1.a.</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>OBJECTIVE</b>	<b>SL.6.1.b.</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<b>OBJECTIVE</b>	<b>SL.6.1.d.</b>	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>OBJECTIVE</b>	<b>L.6.1.d.</b>	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
<b>OBJECTIVE</b>	<b>L.6.1.e.</b>	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE</b>	<b>L.6.2.a.</b>	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
<b>OBJECTIVE</b>	<b>L.6.4.a.</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
OBJECTIVE	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.

OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Knowledge of Language	
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.7.4.	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.

OBJECTIVE	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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## Maryland College and Career-Ready Standards

### Language Arts

Grade 8 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

STRAND / TOPIC / STANDARD	Writing Standards
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TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.8.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
OBJECTIVE	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
OBJECTIVE	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
OBJECTIVE	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND / TOPIC / STANDARD	Writing Standards
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TOPIC / INDICATOR	Production and Distribution of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Range of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
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OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60		
<b>Maryland College and Career-Ready Standards</b>		
<b>Language Arts</b>		
Grade 6 - Adopted: 2022		
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>	
TOPIC / INDICATOR		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RL.6.2.	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.
INDICATOR / PROFICIENCY LEVEL	RL.6.3.	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.

**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.5.	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.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.
OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>	<b>Contents of Standard English</b>	
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>	<b>Contents of Standard English</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

OBJECTIVE L.6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL L.6.6. 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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND / TOPIC / STANDARD**

**Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

INDICATOR / PROFICIENCY LEVEL RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**STRAND / TOPIC / STANDARD**

**Reading Literature Standards**

Topic / Indicator		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Strand / Topic / Standard		Writing Standards
Topic / Indicator		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
OBJECTIVE	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Strand / Topic / Standard		Writing Standards
Topic / Indicator		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
Strand / Topic / Standard		Writing Standards
Topic / Indicator		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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**INDICATOR /  
PROFICIENCY  
LEVEL**

W.7.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.7.1.

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.

OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.7.4.

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.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.7.3.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.4.	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.
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OBJECTIVE	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / TOPIC / STANDARD** **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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**STRAND / TOPIC / STANDARD** **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 8 - Adopted: 2022**

**STRAND / TOPIC / STANDARD** **Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**STRAND / TOPIC / STANDARD** **Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.8.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
OBJECTIVE	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
OBJECTIVE	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
OBJECTIVE	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>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.</b>
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE L.8.5.b. Use the relationship between particular words to better understand each of the words.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.

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

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	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.
INDICATOR / PROFICIENCY LEVEL	RL.6.3.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR	Craft and Structure	
INDICATOR / PROFICIENCY LEVEL	RL.6.5.	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.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR	Range of Reading and Level of Text Complexity	
INDICATOR / PROFICIENCY LEVEL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
STRAND / TOPIC / STANDARD	Writing Standards	

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>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.</b>
OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.4.	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.
OBJECTIVE	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>	

INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.
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## Maryland College and Career-Ready Standards

### Language Arts

Grade 7 - Adopted: 2022

<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>	
<b>TOPIC / INDICATOR</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>	
<b>TOPIC / INDICATOR</b>	<b>Range of Reading and Level of Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
OBJECTIVE	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	

<b>INDICATOR / PROFICIENCY LEVEL</b>	SL.7.1.	<b>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.</b>
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OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Knowledge of Language</b>	
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>	
INDICATOR / PROFICIENCY LEVEL	L.7.4.	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.

OBJECTIVE	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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## Maryland College and Career-Ready Standards

### Language Arts

Grade 8 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

STRAND / TOPIC / STANDARD	Writing Standards
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TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.8.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
OBJECTIVE	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
OBJECTIVE	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
OBJECTIVE	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STRAND / TOPIC / STANDARD	Writing Standards
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TOPIC / INDICATOR	Production and Distribution of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR	Writing Standards	
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR	Range of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR	Speaking and Listening Standards	
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
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OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR	Speaking and Listening Standards	
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TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.4.	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.
OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80		
<b>Maryland College and Career-Ready Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2022</b>		
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>	
TOPIC / INDICATOR		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	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.

INDICATOR / PROFICIENCY LEVEL	RL.6.3.	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.
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**STRAND / TOPIC / STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.6.5.	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.
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**STRAND / TOPIC / STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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OBJECTIVE	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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OBJECTIVE	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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OBJECTIVE	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>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.</b>
OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.6.	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.

## **Maryland College and Career-Ready Standards**

### **Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

INDICATOR / PROFICIENCY LEVEL RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
OBJECTIVE	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>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.</b>
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 8 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
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**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.8.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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OBJECTIVE	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
OBJECTIVE	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
OBJECTIVE	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
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**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
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OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.

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

## Language Arts

### Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR	Key Ideas and Details	
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR	Key Ideas and Details	
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR	Craft and Structure	
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	SL.6.1.	<b>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.</b>

OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

# Maryland College and Career-Ready Standards

## Language Arts

Grade 7 - Adopted: 2022

### STRAND / TOPIC / STANDARD

#### Reading Literature Standards

### TOPIC / INDICATOR

#### Key Ideas and Details

### INDICATOR / PROFICIENCY LEVEL

RL.7.1.

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

### STRAND / TOPIC / STANDARD

#### Reading Informational Text

### TOPIC / INDICATOR

#### Key Ideas and Details

### INDICATOR / PROFICIENCY LEVEL

RI.7.1.

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

### INDICATOR / PROFICIENCY LEVEL

RI.7.2.

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

### INDICATOR / PROFICIENCY LEVEL

RI.7.3.

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

### STRAND / TOPIC / STANDARD

#### Reading Informational Text

### TOPIC / INDICATOR

#### Craft and Structure

### INDICATOR / PROFICIENCY LEVEL

RI.7.4.

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.

### STRAND / TOPIC / STANDARD

#### Writing Standards

### TOPIC / INDICATOR

#### Text Types and Purposes

### INDICATOR / PROFICIENCY LEVEL

W.7.2.

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

### OBJECTIVE

W.7.2.a.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.7.4.	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.
OBJECTIVE	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
<b>Maryland College and Career-Ready Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2022</b>		
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text</b>	
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.3.</b> <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.8.8. 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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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**INDICATOR /  
PROFICIENCY  
LEVEL**

W.8.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.8.1.

**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.**

OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.8.4.

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.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.8.1.

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

OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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<b>INDICATOR / PROFICIENCY LEVEL</b>	L.8.4.	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.
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OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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### Lesson 10: Unit 4 Summarizing a Reference, p. 89-96

## Maryland College and Career-Ready Standards

### Language Arts

Grade 6 - Adopted: 2022

<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text</b>
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<b>TOPIC / INDICATOR</b>	<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR	Craft and Structure	
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INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Text Types and Purposes	
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INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Text Types and Purposes	
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INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.
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OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.4.	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.

OBJECTIVE L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)
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**STRAND / TOPIC / STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.7.4.	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.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.

OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**OBJECTIVE****L.7.3.a.**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.4.	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.

**OBJECTIVE****L.7.4.a.**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**OBJECTIVE****L.7.4.d.**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**OBJECTIVE****L.7.5.b.**

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.

**Maryland College and Career-Ready Standards****Language Arts****Grade 8 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

Topic / Indicator	Key Ideas and Details	
Indicator / Proficiency Level	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Strand / Topic / Standard	Reading Informational Text	
Topic / Indicator		Key Ideas and Details
Indicator / Proficiency Level	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Indicator / Proficiency Level	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Strand / Topic / Standard	Reading Informational Text	
Topic / Indicator		Craft and Structure
Indicator / Proficiency Level	RI.8.4.	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.
Strand / Topic / Standard	Writing Standards	
Topic / Indicator		Text Types and Purposes
Indicator / Proficiency Level	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Objective	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Objective	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Objective	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Objective	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Objective	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.

OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Contents of Standard English	
INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.8.1.d. Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.8.4.	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.

OBJECTIVE L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.8.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE L.8.5.b. Use the relationship between particular words to better understand each of the words.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>	
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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Lesson 11: Unit 4 Summarizing a Reference, p. 97-106

**Maryland College and Career-Ready Standards****Language Arts**

Grade 6 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>	<b>Key Ideas and Details</b>	
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INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>	<b>Key Ideas and Details</b>	
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INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>	<b>Craft and Structure</b>	
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INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>	
OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.	
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.	
<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>	
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	
<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>	

INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>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.</b>

OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.7.4.	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.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>	
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INDICATOR /  
PROFICIENCY  
LEVEL

W.7.8.

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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Range of Writing</b>	
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INDICATOR /  
PROFICIENCY  
LEVEL

W.7.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.

OBJECTIVE

SL.7.1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

OBJECTIVE

SL.7.1.b.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

OBJECTIVE

SL.7.1.d.

Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>	<b>Presentation of Knowledge and Ideas</b>	
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INDICATOR /  
PROFICIENCY  
LEVEL

SL.7.4.

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.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Contents of Standard English</b>	
INDICATOR / PROFICIENCY LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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STRAND / TOPIC / STANDARD	Language Standards
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TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / TOPIC / STANDARD	Language Standards
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TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.4.	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.

OBJECTIVE	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / TOPIC / STANDARD	Language Standards
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TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.

## Maryland College and Career-Ready Standards

### Language Arts

Grade 8 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>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.</b>
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>	<b>Presentation of Knowledge and Ideas</b>	
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.8.4.

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.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Contents of Standard English</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

**OBJECTIVE**

L.8.1.d.

Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

**OBJECTIVE**

L.8.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**OBJECTIVE**

L.8.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.8.6.	<b>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.</b>

**Lesson 12: Unit 4 Summarizing a Reference, p. 197-118****Maryland College and Career-Ready Standards****Language Arts****Grade 6 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR	Key Ideas and Details	
INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
TOPIC / INDICATOR	Key Ideas and Details	
INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Informational Text</b>
TOPIC / INDICATOR	Craft and Structure	
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>STRAND / TOPIC / STANDARD</b>		<b>Writing Standards</b>
TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.
OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.4.	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.

OBJECTIVE	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.
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**Maryland College and Career-Ready Standards****Language Arts****Grade 7 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)
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**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.7.4.	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.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.8.	<b>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.</b>
INDICATOR / PROFICIENCY LEVEL	W.7.9.	<b>Draw evidence from informational texts to support analysis, reflection, and research.</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Range widely among and across disciplines when choosing texts to read, drawing on interests, experiences, and specific academic needs.</b>

INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.
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OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

**OBJECTIVE****L.7.3.a.**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

**OBJECTIVE****L.7.4.a.**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**OBJECTIVE****L.7.4.d.**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.6.	<b>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.</b>

**Maryland College and Career-Ready Standards****Language Arts****Grade 8 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RL.8.1.	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
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**STRAND / TOPIC / STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.8.4.	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.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Contents of Standard English	
INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.8.4.	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.

OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.

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

## Maryland College and Career-Ready Standards

### Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Writing Standards	
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TOPIC / INDICATOR	Text Types and Purposes	
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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OBJECTIVE	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.

OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.7.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
OBJECTIVE	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Range of Writing	

INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>	
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<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.6.	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.
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**Maryland College and Career-Ready Standards****Language Arts****Grade 8 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

<b>OBJECTIVE</b>	W.8.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<b>OBJECTIVE</b>	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
<b>OBJECTIVE</b>	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
<b>OBJECTIVE</b>	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>OBJECTIVE</b>	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Production and Distribution of Writing</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>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.</b>
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR	Contents of Standard English	
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>	
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<b>INDICATOR / PROFICIENCY LEVEL</b>	L.8.6.	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.
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Lesson 14: Unit 5 Writing from Pictures, p. 129-138

**Maryland College and Career-Ready Standards****Language Arts**

Grade 6 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

<b>OBJECTIVE</b>	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<b>OBJECTIVE</b>	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>OBJECTIVE</b>	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>OBJECTIVE</b>	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>OBJECTIVE</b>	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Production and Distribution of Writing</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Range of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
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INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.
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OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR	Contents of Standard English	
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INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR	Contents of Standard English	
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INDICATOR / PROFICIENCY LEVEL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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Language Standards		
Strand / Topic / Standard	Topic / Indicator	Knowledge of Language
Indicator / Proficiency Level	Objective	Performance Description
L.6.3.	L.6.3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.

Language Standards		
Strand / Topic / Standard	Topic / Indicator	Vocabulary Acquisition and Use
Indicator / Proficiency Level	Objective	Performance Description
L.6.6.	L.6.6.a.	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.

## Maryland College and Career-Ready Standards

### Language Arts

Grade 7 - Adopted: 2022

Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Text Types and Purposes
Indicator / Proficiency Level	Objective	Performance Description
W.7.3.	W.7.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.7.3.b.	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3.c.	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3.d.	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3.e.	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

**OBJECTIVE****L.7.1.b.**

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

**OBJECTIVE****L.7.3.a.**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.6.	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.

**Maryland College and Career-Ready Standards****Language Arts****Grade 8 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
<b>OBJECTIVE</b>	W.8.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<b>OBJECTIVE</b>	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
<b>OBJECTIVE</b>	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

OBJECTIVE	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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OBJECTIVE	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR	Production and Distribution of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
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**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
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**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR	Range of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR	Comprehension and Collaboration	
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
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OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.

Lesson 15: Unit 5 Writing from Pictures, p. 139-146

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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OBJECTIVE	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.
OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Contents of Standard English	

<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND / TOPIC / STANDARD** **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE L.6.2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STRAND / TOPIC / STANDARD** **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

**STRAND / TOPIC / STANDARD** **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL L.6.6. 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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND / TOPIC / STANDARD** **Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE W.7.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
OBJECTIVE	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
OBJECTIVE	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.

OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>	<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Contents of Standard English</b>	
INDICATOR / PROFICIENCY LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Knowledge of Language</b>	
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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**Maryland College and Career-Ready Standards**

**Language Arts**

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.8.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
OBJECTIVE	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
OBJECTIVE	W.8.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
OBJECTIVE	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>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.</b>
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.

**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.

# Maryland College and Career-Ready Standards

## Language Arts

Grade 6 - Adopted: 2022

### STRAND / TOPIC / STANDARD

### Reading Literature Standards

#### TOPIC / INDICATOR

#### Key Ideas and Details

##### INDICATOR / PROFICIENCY LEVEL

RL.6.1.

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

### STRAND / TOPIC / STANDARD

### Reading Informational Text

#### TOPIC / INDICATOR

#### Key Ideas and Details

##### INDICATOR / PROFICIENCY LEVEL

RI.6.1.

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

##### INDICATOR / PROFICIENCY LEVEL

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

##### INDICATOR / PROFICIENCY LEVEL

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### STRAND / TOPIC / STANDARD

### Reading Informational Text

#### TOPIC / INDICATOR

#### Craft and Structure

##### INDICATOR / PROFICIENCY LEVEL

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

### STRAND / TOPIC / STANDARD

### Writing Standards

#### TOPIC / INDICATOR

#### Text Types and Purposes

##### INDICATOR / PROFICIENCY LEVEL

W.6.2.

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

#### OBJECTIVE

W.6.2.a.

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.

OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE	L.6.4.	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.
OBJECTIVE	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>

INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.
<b>Maryland College and Career-Ready Standards</b>		
<b>Language Arts</b>		

### Grade 7 - Adopted: 2022

<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>	
TOPIC / INDICATOR		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text</b>	
TOPIC / INDICATOR		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)
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**STRAND / TOPIC / STANDARD**

**Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.7.4.	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.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.

OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>	<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

**OBJECTIVE****L.7.1.b.**

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

**OBJECTIVE****L.7.3.a.**

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

**OBJECTIVE****L.7.4.a.**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**OBJECTIVE****L.7.4.d.**

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.6.	<b>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.</b>

**Maryland College and Career-Ready Standards****Language Arts****Grade 8 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

Topic / Indicator		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Strand / Topic / Standard		Reading Informational Text
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Strand / Topic / Standard		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	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.
Strand / Topic / Standard		Writing Standards
Topic / Indicator		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STRAND / TOPIC / STANDARD			Writing Standards
TOPIC / INDICATOR		Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
STRAND / TOPIC / STANDARD	Writing Standards		
TOPIC / INDICATOR		Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)	
STRAND / TOPIC / STANDARD	Writing Standards		
TOPIC / INDICATOR		Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.8.7.	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.	
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.	
STRAND / TOPIC / STANDARD	Writing Standards		
TOPIC / INDICATOR		Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
STRAND / TOPIC / STANDARD	Speaking and Listening Standards		
TOPIC / INDICATOR		Comprehension and Collaboration	

<b>INDICATOR / PROFICIENCY LEVEL</b>	SL.8.1.	<b>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.</b>
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OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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Lesson 17: Unit 6 Summarizing Multiple References, p. 157-173

## Maryland College and Career-Ready Standards

### Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR	Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD	Reading Informational Text
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TOPIC / INDICATOR	Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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STRAND / TOPIC / STANDARD	Reading Informational Text
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TOPIC / INDICATOR	Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STRAND / TOPIC / STANDARD	Reading Informational Text
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TOPIC / INDICATOR	Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.

OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND / TOPIC / STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE      L.6.2.a.      Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STRAND / TOPIC / STANDARD**      **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE      L.6.3.a.      Vary sentence patterns for meaning, reader/listener interest, and style.

**STRAND / TOPIC / STANDARD**      **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE      L.6.4.a.      Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE      L.6.4.d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND / TOPIC / STANDARD**      **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.6.	<b>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.</b>

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND / TOPIC / STANDARD**      **Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND / TOPIC / STANDARD** **Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

**STRAND / TOPIC / STANDARD** **Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.7.4.	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.

**STRAND / TOPIC / STANDARD** **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.

OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.4.	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.

OBJECTIVE	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 8 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
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**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.8.4.	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.
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STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	W.8.7.	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.
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE	L.8.4.	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.
OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>

INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

## Maryland College and Career-Ready Standards

### Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	<b>Reading Literature Standards</b>	
TOPIC / INDICATOR		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STRAND / TOPIC / STANDARD	<b>Reading Informational Text</b>	
TOPIC / INDICATOR		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
INDICATOR / PROFICIENCY LEVEL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text</b>	
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Informational Text</b>	
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.
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OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.
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**Maryland College and Career-Ready Standards****Language Arts****Grade 7 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)
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**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.7.4.	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.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.8.	<b>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b>
INDICATOR / PROFICIENCY LEVEL	W.7.9.	<b>Draw evidence from informational texts to support analysis, reflection, and research.</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	<b>Range widely through time and across genres to develop an appreciation of authors, their purposes, and the ways in which authors use and refine text structures and styles.</b>

INDICATOR / PROFICIENCY LEVEL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.

**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.

OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.6.	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.

## Maryland College and Career-Ready Standards

### Language Arts

**Grade 8 - Adopted: 2022**

<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.8.7.	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.
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Contents of Standard English	
INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.8.4.	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.

OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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Lesson 19: Unit 6 Summarizing Multiple References, p. 183-195

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 6 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>	<b>Key Ideas and Details</b>	
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**INDICATOR /  
PROFICIENCY  
LEVEL**

RL.6.1.

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

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>	<b>Key Ideas and Details</b>	
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**INDICATOR /  
PROFICIENCY  
LEVEL**

RI.6.1.

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

**INDICATOR /  
PROFICIENCY  
LEVEL**

RI.6.2.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**INDICATOR /  
PROFICIENCY  
LEVEL**

RI.6.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>	<b>Craft and Structure</b>	
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**INDICATOR /  
PROFICIENCY  
LEVEL**

RI.6.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>	<b>Integration of Knowledge and Ideas</b>	
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**INDICATOR /  
PROFICIENCY  
LEVEL**

RI.6.7.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Range of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
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INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.
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OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR	Contents of Standard English	
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INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR	Contents of Standard English	
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INDICATOR / PROFICIENCY LEVEL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**OBJECTIVE**

L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.4.	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.

**OBJECTIVE**

L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**OBJECTIVE**

L.6.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.6.	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.

**Maryland College and Career-Ready Standards****Language Arts****Grade 7 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND /  
TOPIC /  
STANDARD****Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

**STRAND / TOPIC / STANDARD** **Reading Informational Text**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.7.4.	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.
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**STRAND / TOPIC / STANDARD** **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented
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**STRAND / TOPIC / STANDARD** **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

OBJECTIVE SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /  
PROFICIENCY  
LEVEL SL.7.4. 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.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.7.4.	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.

OBJECTIVE L.7.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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## Maryland College and Career-Ready Standards

### Language Arts

Grade 8 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND / TOPIC / STANDARD	Reading Informational Text
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TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

STRAND / TOPIC / STANDARD	Reading Informational Text
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TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.8.4.	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.

STRAND / TOPIC / STANDARD	Writing Standards
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TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.8.7.	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.
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>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.</b>
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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Lesson 20: Unit 7 Inventive Writing, p. 195-202

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
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INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Range of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
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INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.
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OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.6.	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.

**Maryland College and Career-Ready Standards****Language Arts****Grade 7 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
STRAND / TOPIC / STANDARD		<b>Language Standards</b>
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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## Maryland College and Career-Ready Standards

### Language Arts

Grade 8 - Adopted: 2022

STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>

INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
Lesson 21: Unit 7 Inventive Writing, p. 203-212		
<b>Maryland College and Career-Ready Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2022</b>		
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
TOPIC / INDICATOR		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Text Types and Purposes
Indicator / Proficiency Level	Indicator / Proficiency Level	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Objective	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Production and Distribution of Writing
Indicator / Proficiency Level	Indicator / Proficiency Level	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Indicator / Proficiency Level	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Research to Build and Present Knowledge
Indicator / Proficiency Level	Indicator / Proficiency Level	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.
Indicator / Proficiency Level	W.6.8.	

Writing Standards		
Strand / Topic / Standard	Topic / Indicator	Range of Writing
Indicator / Proficiency Level	Indicator / Proficiency Level	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.
Indicator / Proficiency Level	W.6.10.	

Speaking and Listening Standards		
Strand / Topic / Standard	Topic / Indicator	Comprehension and Collaboration
Indicator / Proficiency Level	Indicator / Proficiency Level	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.
Indicator / Proficiency Level	SL.6.1.	

OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.5.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.8.</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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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**INDICATOR /  
PROFICIENCY  
LEVEL**

W.7.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.7.1.

**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.**

**OBJECTIVE**

SL.7.1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**OBJECTIVE**

SL.7.1.b.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**OBJECTIVE**

SL.7.1.d.

Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.7.4.

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.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.7.1.

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

**OBJECTIVE**

L.7.1.b.

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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## **Maryland College and Career-Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2022**

<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Contents of Standard English	
INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Vocabulary Acquisition and Use	
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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### Lesson 22: Unit 7 Inventive Writing, p. 213-220

## Maryland College and Career-Ready Standards

### Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Writing Standards	
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TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE

W.6.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.

OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		<b>Language Standards</b>

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.5.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.8.</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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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**INDICATOR /  
PROFICIENCY  
LEVEL**

W.7.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.7.1.

**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.**

**OBJECTIVE**

SL.7.1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**OBJECTIVE**

SL.7.1.b.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**OBJECTIVE**

SL.7.1.d.

Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.7.4.

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.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.7.1.

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

**OBJECTIVE**

L.7.1.b.

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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## **Maryland College and Career-Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2022**

<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Contents of Standard English	
INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Vocabulary Acquisition and Use	
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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### Lesson 23: Unit 7 Inventive Writing, p. 221-228

## Maryland College and Career-Ready Standards

### Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Writing Standards	
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TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE

W.6.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.

OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		<b>Text Types and Purposes</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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**INDICATOR /  
PROFICIENCY  
LEVEL**

W.7.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.7.1.

**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.**

**OBJECTIVE**

SL.7.1.a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**OBJECTIVE**

SL.7.1.b.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**OBJECTIVE**

SL.7.1.d.

Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.7.4.

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.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.7.1.

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

**OBJECTIVE**

L.7.1.b.

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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## **Maryland College and Career-Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2022**

<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Contents of Standard English	
INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / TOPIC / STANDARD	Language Standards	
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TOPIC / INDICATOR	Vocabulary Acquisition and Use	
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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### Lesson 24: Unit 8 Formal Essay Models, p. 229-240

## Maryland College and Career-Ready Standards

### Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Writing Standards	
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TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.6.1.</b>	<b>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.</b>
OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.6.6.</b>	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.

## **Maryland College and Career-Ready Standards**

### **Language Arts**

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

Research to Build and Present Knowledge		
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	<b>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.</b>
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR	Contents of Standard English	
INDICATOR / PROFICIENCY LEVEL	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

**OBJECTIVE**

L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.7.6. 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.

**Maryland College and Career-Ready Standards****Language Arts****Grade 8 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

**OBJECTIVE**

W.8.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**OBJECTIVE**

W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**OBJECTIVE**

W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**OBJECTIVE**

W.8.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**OBJECTIVE**

W.8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.7.	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.
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INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
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OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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Lesson 25: Unit 8 Formal Essay Models, p. 241-252

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Informational Text**

<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>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.</b>
OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR	Contents of Standard English	
INDICATOR / PROFICIENCY LEVEL	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / TOPIC / STANDARD	Language Standards	

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE      L.6.3.a.      Vary sentence patterns for meaning, reader/listener interest, and style.

**STRAND / TOPIC / STANDARD**      **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL      L.6.6.      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.

## **Maryland College and Career-Ready Standards**

### **Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND / TOPIC / STANDARD**      **Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE      W.7.2.a.      Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE      W.7.2.b.      Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

OBJECTIVE      W.7.2.c.      Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

OBJECTIVE      W.7.2.d.      Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE      W.7.2.f.      Provide a concluding statement or section that follows from and supports the information or explanation presented

**STRAND / TOPIC / STANDARD**      **Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

OBJECTIVE SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /  
PROFICIENCY  
LEVEL SL.7.4. 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.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /  
PROFICIENCY  
LEVEL L.7.6. 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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 8 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.5.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND / TOPIC / STANDARD**

**Writing Standards**

<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.8.7.</b>	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.

INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
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OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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TOPIC / INDICATOR		Language Standards
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INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>	
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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Lesson 26: Unit 8 Formal Essay Models, p. 253-258

**Maryland College and Career-Ready Standards****Language Arts**

Grade 6 - Adopted: 2022

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	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.
OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.
STRAND / TOPIC / STANDARD		Language Standards

Maryland College and Career-Ready Standards		
Language Arts		
Grade 7 - Adopted: 2022		
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

OBJECTIVE	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented

**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.7.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.

**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD**

TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	SL.7.1.	<b>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.</b>
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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# Maryland College and Career-Ready Standards

## Language Arts

Grade 8 - Adopted: 2022

### STRAND / TOPIC / STANDARD

### Writing Standards

TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

### STRAND / TOPIC / STANDARD

### Writing Standards

TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

### STRAND / TOPIC / STANDARD

### Writing Standards

TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>	
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INDICATOR / PROFICIENCY LEVEL	W.8.7.	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.
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Range of Writing</b>	
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INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>	<b>Comprehension and Collaboration</b>	
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INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
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OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>	<b>Presentation of Knowledge and Ideas</b>	
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 259-266

## Maryland College and Career-Ready Standards

### Language Arts

Grade 6 - Adopted: 2022

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	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.

INDICATOR / PROFICIENCY LEVEL	RL.6.3.	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.
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TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.6.5.	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.

INDICATOR / PROFICIENCY LEVEL	RL.6.5.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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**INDICATOR /  
PROFICIENCY  
LEVEL**

W.6.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.6.1.

**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.**

**OBJECTIVE**

SL.6.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**OBJECTIVE**

SL.6.1.b.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**OBJECTIVE**

SL.6.1.d.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.6.1.

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

**OBJECTIVE**

L.6.1.d.

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**OBJECTIVE**

L.6.1.e.

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Knowledge of Language
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.6.3.

**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**OBJECTIVE**

L.6.3.a.

Vary sentence patterns for meaning, reader/listener interest, and style.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.4.	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.

OBJECTIVE	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

## Maryland College and Career-Ready Standards

### Language Arts

Grade 7 - Adopted: 2022

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

INDICATOR / PROFICIENCY LEVEL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

TOPIC / INDICATOR		Writing Standards
INDICATOR / PROFICIENCY LEVEL		Text Types and Purposes

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.5.</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.8.</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.

<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.7.10.</b>	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.

<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>
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<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.1.</b>	<b>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.</b>

OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.7.4.</b>	<b>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.</b>

**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

**OBJECTIVE**

**L.7.1.b.**

**Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**

**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

**OBJECTIVE**

**L.7.3.a.**

**Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.**

**STRAND / TOPIC / STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 8 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR	Key Ideas and Details	
INDICATOR / PROFICIENCY LEVEL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**STRAND /  
TOPIC /  
STANDARD**

**Reading Literature Standards**

TOPIC / INDICATOR	Range of Reading and Level of Text Complexity	
INDICATOR / PROFICIENCY LEVEL	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**OBJECTIVE**

**STRAND /  
TOPIC /  
STANDARD**

**Writing Standards**

W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.8.7.	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.
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
STRAND / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.

OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
TOPIC /  
STANDARD**

**Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.

**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / PROFICIENCY LEVEL	L.8.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND /  
TOPIC /  
STANDARD**

**Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 267-272

## Maryland College and Career-Ready Standards

### Language Arts

Grade 6 - Adopted: 2022

<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.6.2. 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.
INDICATOR / PROFICIENCY LEVEL	RL.6.3. 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.

<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>	
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.5.</b>	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	
<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.7.</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.8.</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.	
<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	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.	
<b>STRAND / TOPIC / STANDARD</b>			<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	SL.6.1.	<b>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.</b>
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OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / TOPIC / STANDARD** **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND / TOPIC / STANDARD** **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**STRAND / TOPIC / STANDARD** **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.6.	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.
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**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2022**

**STRAND / TOPIC / STANDARD** **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

INDICATOR / PROFICIENCY LEVEL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR	Range of Reading and Level of Text Complexity	

INDICATOR / PROFICIENCY LEVEL	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Text Types and Purposes	

INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Text Types and Purposes	

INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Production and Distribution of Writing	

INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.

OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Contents of Standard English
STRAND / TOPIC / STANDARD	INDICATOR / PROFICIENCY LEVEL	OBJECTIVE
	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TOPIC / INDICATOR		Knowledge of Language
STRAND / TOPIC / STANDARD	INDICATOR / PROFICIENCY LEVEL	OBJECTIVE
	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

TOPIC / INDICATOR		Language Standards
STRAND / TOPIC / STANDARD	INDICATOR / PROFICIENCY LEVEL	OBJECTIVE
	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

TOPIC / INDICATOR		Vocabulary Acquisition and Use
STRAND / TOPIC / STANDARD	INDICATOR / PROFICIENCY LEVEL	OBJECTIVE
	L.7.6.	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.

## Maryland College and Career-Ready Standards

### Language Arts

Grade 8 - Adopted: 2022

TOPIC / INDICATOR		Reading Literature Standards
STRAND / TOPIC / STANDARD	INDICATOR / PROFICIENCY LEVEL	OBJECTIVE
	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

TOPIC / INDICATOR		Key Ideas and Details
STRAND / TOPIC / STANDARD	INDICATOR / PROFICIENCY LEVEL	OBJECTIVE
	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
STRAND / TOPIC / STANDARD	INDICATOR / PROFICIENCY LEVEL	OBJECTIVE
	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

STRAND / TOPIC / STANDARD			Writing Standards
TOPIC / INDICATOR		Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
STRAND / TOPIC / STANDARD	Writing Standards		
TOPIC / INDICATOR		Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
STRAND / TOPIC / STANDARD	Writing Standards		
TOPIC / INDICATOR		Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)	
STRAND / TOPIC / STANDARD	Writing Standards		
TOPIC / INDICATOR		Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.8.7.	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.	
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.	
STRAND / TOPIC / STANDARD	Writing Standards		
TOPIC / INDICATOR		Range of Writing	

INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.

OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**STRAND / TOPIC / STANDARD**

**Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / TOPIC / STANDARD**

**Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 273-282

## Maryland College and Career-Ready Standards

### Language Arts

Grade 6 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.6.2.	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.
INDICATOR / PROFICIENCY LEVEL	RL.6.3.	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.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.6.5.	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.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>	
OBJECTIVE	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.5.</b>	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	
<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.7.</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.8.</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.	
<b>STRAND / TOPIC / STANDARD</b>			<b>Writing Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.6.10.</b>	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.	
<b>STRAND / TOPIC / STANDARD</b>			<b>Speaking and Listening Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	SL.6.1.	<b>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.</b>
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OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / TOPIC / STANDARD** **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STRAND / TOPIC / STANDARD** **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**STRAND / TOPIC / STANDARD** **Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STRAND / TOPIC / STANDARD** **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.6.6.	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.

## Maryland College and Career-Ready Standards

### Language Arts

Grade 7 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / TOPIC / STANDARD	Writing Standards
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TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STRAND / TOPIC / STANDARD	Writing Standards
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TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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STRAND / TOPIC / STANDARD	Writing Standards	
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TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

STRAND / TOPIC / STANDARD	Writing Standards	
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TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.7.8.	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.

STRAND / TOPIC / STANDARD	Writing Standards	
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TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
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TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.7.4.

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.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

**OBJECTIVE**

L.7.1.b.

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

**OBJECTIVE**

L.7.3.a.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.7.4.	<b>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

**OBJECTIVE**

L.7.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**OBJECTIVE**

L.7.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / PROFICIENCY LEVEL	L.7.6.	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.
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## Maryland College and Career-Ready Standards

### Language Arts

**Grade 8 - Adopted: 2022**

<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

<b>STRAND / TOPIC / STANDARD</b>	<b>Reading Literature Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Range of Reading and Level of Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>
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TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.8.7.	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.
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	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.
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND /  
TOPIC /  
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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**INDICATOR /  
PROFICIENCY  
LEVEL**

SL.8.4.

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.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.8.1.

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

**OBJECTIVE**

L.8.1.a.

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

**OBJECTIVE**

L.8.1.d.

Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.8.4.

**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.**

**OBJECTIVE**

L.8.4.a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**OBJECTIVE**

L.8.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.8.6.

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.

**Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 283-289**

**Maryland College and Career-Ready Standards****Language Arts****Grade 6 - Adopted: 2022**

**STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>	<b>Key Ideas and Details</b>	
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INDICATOR /  
PROFICIENCY  
LEVEL

RL.6.3.

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.

**STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>	<b>Craft and Structure</b>	
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INDICATOR /  
PROFICIENCY  
LEVEL

RL.6.5.

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.

**STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>	<b>Range of Reading and Level of Text Complexity</b>	
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INDICATOR /  
PROFICIENCY  
LEVEL

RL.6.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE

W.6.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
INDICATOR / PROFICIENCY LEVEL	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE

W.6.3.b.

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.6.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / PROFICIENCY LEVEL	W.6.8.	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.6.1.	<b>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.</b>
OBJECTIVE	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / TOPIC / STANDARD	Language Standards	

<b>TOPIC / INDICATOR</b>		<b>Contents of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>STRAND / TOPIC / STANDARD</b>		<b>Language Standards</b>

<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L.6.6.	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.

## **Maryland College and Career-Ready Standards**

### **Language Arts**

**Grade 7 - Adopted: 2022**

<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Literature Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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<b>STRAND / TOPIC / STANDARD</b>		<b>Reading Literature Standards</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**OBJECTIVE****W.7.2.b.**

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**OBJECTIVE****W.7.3.b.**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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**INDICATOR /  
PROFICIENCY  
LEVEL****W.7.8.**

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.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.1.	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.
OBJECTIVE	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
TOPIC / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.7.4.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Contents of Standard English</b>
INDICATOR / PROFICIENCY LEVEL	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STRAND / TOPIC / STANDARD</b>	<b>Language Standards</b>	
TOPIC / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / PROFICIENCY LEVEL	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND /  
TOPIC /  
STANDARD****Language Standards**

<b>TOPIC / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>	
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**INDICATOR /  
PROFICIENCY  
LEVEL**

L.7.6.

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.

**Maryland College and Career-Ready Standards****Language Arts****Grade 8 - Adopted: 2022****STRAND /  
TOPIC /  
STANDARD****Reading Literature Standards**

<b>TOPIC / INDICATOR</b>	<b>Range of Reading and Level of Text Complexity</b>	
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**INDICATOR /  
PROFICIENCY  
LEVEL**

RL.8.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.8.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

**OBJECTIVE**

W.8.2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Text Types and Purposes</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	W.8.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

**OBJECTIVE**

W.8.3.b.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**STRAND /  
TOPIC /  
STANDARD****Writing Standards**

<b>TOPIC / INDICATOR</b>	<b>Production and Distribution of Writing</b>	
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INDICATOR / PROFICIENCY LEVEL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.8.7.	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.
INDICATOR / PROFICIENCY LEVEL	W.8.8.	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.
<b>STRAND / TOPIC / STANDARD</b>	<b>Writing Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.8.1.	<b>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.</b>
OBJECTIVE	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STRAND / TOPIC / STANDARD</b>	<b>Speaking and Listening Standards</b>	

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.8.4.	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.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Language Standards
INDICATOR / PROFICIENCY LEVEL	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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OBJECTIVE	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / TOPIC / STANDARD**

TOPIC / INDICATOR		Language Standards
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INDICATOR / PROFICIENCY LEVEL	L.8.6.	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.
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