

# Main Criteria: Ancient History-Based Writing Lessons

## Secondary Criteria: New Hampshire 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

#### New Hampshire College and Career Ready Standards

##### Language Arts

Grade 6 - Adopted: 2010

**STRAND / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

**STRAND / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)

STRAND / STANDARD	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / STANDARD	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## Language Arts

### Grade 7 - Adopted: 2010

**STRAND / STANDARD** NH.CC.RI **Reading Standards for Informational Text**  
.7.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.RI **Reading Standards for Informational Text**  
.7.

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)

**STRAND / STANDARD** NH.CC.S L.7. **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND / STANDARD** NH.CC.S L.7. **Speaking and Listening Standards**

Presentation of Knowledge and Ideas		
STANDARD / GLE		
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 7.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD	NH.CC.L. 7.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
New Hampshire College and Career Ready Standards		
Language Arts		
Grade 8 - Adopted: 2010		
STRAND / STANDARD	NH.CC.RI .8.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI .8.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 8.	Writing Standards
STANDARD / GLE		Text Types and Purposes

<b>GRADE LEVEL EXPECTATION</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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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<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>
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EXPECTATION	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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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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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## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S. L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

## **New Hampshire College and Career Ready Standards**

### **Language Arts**

STRAND / STANDARD	NH.CC.RI .7.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.RI .7.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD	NH.CC.W. 7.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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STRAND / STANDARD	NH.CC.W. Writing Standards 7.
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STANDARD / GLE		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. Writing Standards 7.
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STANDARD / GLE		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.7.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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STRAND / STANDARD	NH.CC.W. Writing Standards 7.
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STANDARD / GLE		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.7. Speaking and Listening Standards
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STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / STANDARD	NH.CC.S L.7. Speaking and Listening Standards
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Presentation of Knowledge and Ideas		
STANDARD / GLE	NH.CC.L. 7.	Language Standards
GRADE LEVEL EXPECTATION	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 / STANDARD	STANDARD / GLE	Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD	STANDARD / GLE	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD	NH.CC.L. 7.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 8 - Adopted: 2010

Reading Standards for Informational Text		
STRAND / STANDARD	NH.CC.RI .8.	Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI .8.	Reading Standards for Informational Text

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S L.8. **Speaking and Listening Standards**

STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD** NH.CC.S L.8. **Speaking and Listening Standards**

STANDARD / GLE		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD	NH.CC.L. 8.	<b>Language Standards</b>
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.

EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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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## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S. L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

## **New Hampshire College and Career Ready Standards**

### **Language Arts**

STRAND / STANDARD	NH.CC.RI .7.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.RI .7.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD	NH.CC.W. 7.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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STRAND / STANDARD	NH.CC.W. Writing Standards 7.
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STANDARD / GLE		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. Writing Standards 7.
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STANDARD / GLE		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.7.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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STRAND / STANDARD	NH.CC.W. Writing Standards 7.
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STANDARD / GLE		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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Presentation of Knowledge and Ideas		
STANDARD / GLE	NH.CC.L. 7.	Language Standards
GRADE LEVEL EXPECTATION	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 / STANDARD	STANDARD / GLE	Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD	STANDARD / GLE	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD	NH.CC.L. 7.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 8 - Adopted: 2010

Reading Standards for Informational Text		
STRAND / STANDARD	NH.CC.RI .8.	Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.RI .8.	Reading Standards for Informational Text

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S L.8. **Speaking and Listening Standards**

STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD** NH.CC.S L.8. **Speaking and Listening Standards**

STANDARD / GLE		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD	NH.CC.L. 8.	<b>Language Standards</b>
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.

EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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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## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S. L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 7 - Adopted: 2010**

STRAND / STANDARD	NH.CC.RI .7.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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).
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.RI .7.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	Writing Standards
GRADE LEVEL EXPECTATION	W.7.2.	Text Types and Purposes

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

EXPECTATION	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.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	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 / STANDARD**      **NH.CC.W. Writing Standards**  
**7.**

<b>STANDARD / GLE</b>	<b>Production and Distribution of Writing</b>	
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GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**7.**

<b>STANDARD / GLE</b>	<b>Research to Build and Present Knowledge</b>	
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GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.W. Writing Standards**  
**7.**

<b>STANDARD / GLE</b>	<b>Research to Build and Present Knowledge</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**7.**

<b>STANDARD / GLE</b>	<b>Range of Writing</b>	
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GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.S. Speaking and Listening Standards**  
**L.7.**

<b>STANDARD / GLE</b>	<b>Comprehension and Collaboration</b>	
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<b>GRADE LEVEL EXPECTATION</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>
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EXPECTATION	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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EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8. Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8. Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.S L.8. Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8. Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / STANDARD**      **NH.CC.L. 8. Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.R L.6. Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>GRADE LEVEL EXPECTATION</b>	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.
<b>GRADE LEVEL EXPECTATION</b>	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 / STANDARD**      **NH.CC.R L.6. Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXPECTATION</b>	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 / STANDARD**      **NH.CC.R L.6. Reading Standards for Literature**

Range of Reading and Level of Text Complexity		
STANDARD / GLE		
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. Writing Standards	6.
STANDARD / GLE	Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD	NH.CC.W. Writing Standards	6.
STANDARD / GLE	Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. Writing Standards	6.
STANDARD / GLE	Range of Writing	
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STRAND / STANDARD	NH.CC.L. 6.	<b>Language Standards</b>

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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.
EXPECTATION	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.

EXPECTATION	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 / STANDARD	NH.CC.L. 6.	<b>Language Standards</b>

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 7 - Adopted: 2010**

STRAND / STANDARD	NH.CC.R	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / STANDARD	NH.CC.R	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	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.
EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / STANDARD	NH.CC.W	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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STRAND / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
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STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
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STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 7.	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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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EXPECTATION	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.
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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 8 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STRAND / STANDARD	NH.CC.R L.8.	<b>Reading Standards for Literature</b>
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STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 8.	<b>Writing Standards</b>
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STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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STRAND / STANDARD	NH.CC.W. 8.	<b>Writing Standards</b>
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STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION	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.
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EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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STRAND / STANDARD	NH.CC.W. 8.	<b>Writing Standards</b>
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STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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STRAND / STANDARD	NH.CC.W. 8.	<b>Writing Standards</b>
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STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8. Speaking and Listening Standards</b>	
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8. Speaking and Listening Standards</b>	
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8. Language Standards</b>	
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8. Language Standards</b>	

<b>Vocabulary Acquisition and Use</b>		
<b>GRADE LEVEL EXPECTATION</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.
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD**    **NH.CC.L. 8.**    **Language Standards**

<b>Vocabulary Acquisition and Use</b>		
GRADE LEVEL EXPECTATION	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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

**STRAND / STANDARD**    **NH.CC.R L.6.**    **Reading Standards for Literature**

<b>Key Ideas and Details</b>		
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.R L.6.**    **Reading Standards for Literature**

<b>Craft and Structure</b>		
GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.R L.6.**    **Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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**GRADE LEVEL EXPECTATION**    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 / STANDARD**    **NH.CC.W. 6.**    **Writing Standards**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

**EXPECTATION**    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.

**EXPECTATION**    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.

**EXPECTATION**    W.6.3(d)    Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**EXPECTATION**    W.6.3(e)    Provide a conclusion that follows from the narrated experiences or events.

**STRAND / STANDARD**    **NH.CC.W. 6.**    **Writing Standards**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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**GRADE LEVEL EXPECTATION**    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.)

**GRADE LEVEL EXPECTATION**    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.

**STRAND / STANDARD**    **NH.CC.W. 6.**    **Writing Standards**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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**GRADE LEVEL EXPECTATION**    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 / STANDARD**    **NH.CC.S L.6.**    **Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.R L.7. Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**STRAND / STANDARD**      **NH.CC.R L.7. Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.W. 7. Writing Standards**

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

EXPECTATION      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.

EXPECTATION      W.7.3(e)      Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STRAND / STANDARD**      **NH.CC.W. 7. Writing Standards**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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STRAND / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
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STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
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STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 7.	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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.
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EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.S. Speaking and Listening Standards**  
**L.8.**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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**GRADE LEVEL EXPECTATION**      **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.

**EXPECTATION**      **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.

**EXPECTATION**      **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.

**EXPECTATION**      **SL.8.1(c)**      Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**EXPECTATION**      **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 / STANDARD**      **NH.CC.S. Speaking and Listening Standards**  
**L.8.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.L. Language Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<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>

EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION	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 07: Unit 3 Retelling Narrative Stories, p. 61-70

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.R. L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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**GRADE LEVEL EXPECTATION**      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 / STANDARD**      **NH.CC.S L.6. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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**GRADE LEVEL EXPECTATION**      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.

**EXPECTATION**      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.

**EXPECTATION**      SL.6.1(b)      Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**EXPECTATION**      SL.6.1(c)      Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**EXPECTATION**      SL.6.1(d)      Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / STANDARD**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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**GRADE LEVEL EXPECTATION**      L.6.1.      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**EXPECTATION**      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 / STANDARD**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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**GRADE LEVEL EXPECTATION**      L.6.2.      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**STRAND / STANDARD**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 7 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R. L.7.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.R. L.7.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 7.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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.
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EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**STRAND / STANDARD**    **NH.CC.W. Writing Standards**  
7.

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD**    **NH.CC.W. Writing Standards**  
7.

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.W. Writing Standards**  
7.

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.S L.7. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / STANDARD**    **NH.CC.S L.7. Speaking and Listening Standards**

STANDARD / GLE	Presentation of Knowledge and Ideas	
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 7.	Language Standards
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STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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STRAND / STANDARD	NH.CC.L. 7.	Language Standards
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STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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 / STANDARD	NH.CC.L. 7.	Language Standards
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STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	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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## New Hampshire College and Career Ready Standards

### Language Arts

Grade 8 - Adopted: 2010

STRAND / STANDARD	NH.CC.R. L.8.	Reading Standards for Literature
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STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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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EXPECTATION	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.
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EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.4.</b>	<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>

EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.6.</b>	<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 08: Unit 3 Retelling Narrative Stories, p. 71-80

## New Hampshire College and Career Ready Standards

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RL.6.1.</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>GRADE LEVEL EXPECTATION</b>	<b>RL.6.2.</b>	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.

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RL.6.5.</b>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 7 - Adopted: 2010**

STRAND / STANDARD	NH.CC.R L.7.	Reading Standards for Literature
STANDARD / GLE		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / STANDARD	NH.CC.R L.7.	Reading Standards for Literature
STANDARD / GLE		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	Writing Standards
STANDARD / GLE		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / STANDARD	NH.CC.W. 7.	Writing Standards
STANDARD / GLE		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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STRAND / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
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STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
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STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 7.	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

## New Hampshire College and Career Ready Standards

### Language Arts

#### Grade 8 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
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STANDARD / GLE	Range of Reading and Level of Text Complexity	
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 8.	Writing Standards
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STANDARD / GLE	Text Types and Purposes	
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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STRAND / STANDARD	NH.CC.W. 8.	Writing Standards
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STANDARD / GLE	Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION	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.
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EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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STRAND / STANDARD	NH.CC.W. 8.	Writing Standards
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STANDARD / GLE	Production and Distribution of Writing	
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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STRAND / STANDARD	NH.CC.W. 8.	Writing Standards
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STANDARD / GLE	Research to Build and Present Knowledge	
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 8.	Writing Standards
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STANDARD / GLE	Range of Writing	
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.8.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	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 / STANDARD	NH.CC.S L.8.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 8.	<b>Language Standards</b>
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STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / STANDARD	NH.CC.L. 8.	<b>Language Standards</b>
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STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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.
EXPECTATION	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 / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 7 - Adopted: 2010**

STRAND / STANDARD	NH.CC.RI .7.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.RI .7.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	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 / STANDARD**      **NH.CC.W. Writing Standards**  
7.

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
7.

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.W. Writing Standards**  
7.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
7.

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.S. Speaking and Listening Standards**  
L.7.

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND / STANDARD** NH.CC.S L.7. **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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 / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## Language Arts

### Grade 8 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.S. Speaking and Listening Standards**  
**L.8.**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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**GRADE LEVEL EXPECTATION**      **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.

**EXPECTATION**      **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.

**EXPECTATION**      **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.

**EXPECTATION**      **SL.8.1(c)**      Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**EXPECTATION**      **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 / STANDARD**      **NH.CC.S. Speaking and Listening Standards**  
**L.8.**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.L. Language Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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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EXPECTATION	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 / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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 10: Unit 4 Summarizing a Reference, p. 89-96

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

**STRAND / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		Text Types and Purposes
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND / STANDARD** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S L.6. **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	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 / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.6.2(a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**STRAND / STANDARD** NH.CC.L. **Language Standards**  
6.

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

EXPECTATION 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.

EXPECTATION 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 / STANDARD** NH.CC.L. **Language Standards**  
6.

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 7 - Adopted: 2010

**STRAND / STANDARD** NH.CC.RI **Reading Standards for Informational Text**  
.7.

STANDARD / GLE		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.RI **Reading Standards for Informational Text**  
.7.

STANDARD / GLE		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		<b>Text Types and Purposes</b>
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / STANDARD** NH.CC.W. Writing Standards 7.

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD** NH.CC.W. Writing Standards 7.

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. Writing Standards 7.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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**STRAND / STANDARD** NH.CC.W. Writing Standards 7.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.7.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
STRAND / STANDARD	NH.CC.S L.7.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L.7.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / STANDARD	NH.CC.L.7.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.

EXPECTATION	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 / STANDARD**    **NH.CC.L. 7.**    **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.7.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION	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 / STANDARD**    **NH.CC.L. 7.**    **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2010**

**STRAND / STANDARD**    **NH.CC.RI .8.**    **Reading Standards for Informational Text**

STANDARD / GLE		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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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**STRAND / STANDARD**    **NH.CC.RI .8.**    **Reading Standards for Informational Text**

STANDARD / GLE		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.W. 8.**    **Writing Standards**

STANDARD / GLE		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S. **Speaking and Listening Standards**  
L.8.

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD** NH.CC.S L.8. **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	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 / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
STRAND / STANDARD	NH.CC.L. 8.	<b>Language Standards</b>

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 11: Unit 4 Summarizing a Reference, p. 97-106

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STRAND / STANDARD	NH.CC.RI .6.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.

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

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. <b>Writing Standards</b> 6.	
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STRAND / STANDARD	NH.CC.W. <b>Writing Standards</b> 6.	
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S. <b>L.6.</b>	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.

EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / STANDARD**    **NH.CC.L. 6.**    **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD**    **NH.CC.L. 6.**    **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**STRAND / STANDARD**    **NH.CC.L. 6.**    **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

EXPECTATION    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.

EXPECTATION    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 / STANDARD**    **NH.CC.L. 6.**    **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## Language Arts

### Grade 7 - Adopted: 2010

**STRAND / STANDARD** NH.CC.RI **Reading Standards for Informational Text**  
7.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.RI **Reading Standards for Informational Text**  
7.

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
7.

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

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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STRAND / STANDARD	NH.CC.W. Writing Standards 7.
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STANDARD / GLE		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. Writing Standards 7.
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STANDARD / GLE		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.7.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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STRAND / STANDARD	NH.CC.W. Writing Standards 7.
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STANDARD / GLE		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.7. Speaking and Listening Standards
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STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / STANDARD	NH.CC.S L.7. Speaking and Listening Standards
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<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION	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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## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<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>

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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 12: Unit 4 Summarizing a Reference, p. 197-118

## New Hampshire College and Career Ready Standards

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**6.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.S L.6. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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**GRADE LEVEL EXPECTATION**      **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.

**EXPECTATION**      **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.

**EXPECTATION**      **SL.6.1(b)**      Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**EXPECTATION**      **SL.6.1(c)**      Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**EXPECTATION**      **SL.6.1(d)**      Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / STANDARD**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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**GRADE LEVEL EXPECTATION**      **L.6.1.**      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**EXPECTATION**      **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 / STANDARD**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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**GRADE LEVEL EXPECTATION**      **L.6.2.**      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**STRAND / STANDARD**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION 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.

EXPECTATION 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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION 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.

## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 7 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION 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.

GRADE LEVEL EXPECTATION 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).

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION 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 / STANDARD**      **NH.CC.W. Writing Standards**  
**7.**

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

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**7.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION</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>GRADE LEVEL EXPECTATION</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.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**7.**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</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 / STANDARD**      **NH.CC.W. Writing Standards**  
**7.**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S L.7. **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / STANDARD** NH.CC.S L.7. **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STRAND / STANDARD** NH.CC.L. 7. **Language Standards**

<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

<b>EXPECTATION</b>	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

<b>EXPECTATION</b>	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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<b>EXPECTATION</b>	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 8 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>

<b>GRADE LEVEL EXPECTATION</b>	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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>

<b>GRADE LEVEL EXPECTATION</b>	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	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.
EXPECTATION	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.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. Writing Standards 8.</b>	
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8. Speaking and Listening Standards</b>	
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>

GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD	NH.CC.S L.8.	<b>Speaking and Listening Standards</b>
STANDARD / GLE		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 8.	<b>Language Standards</b>
STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD	NH.CC.L. 8.	<b>Language Standards</b>
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD	NH.CC.L. 8.	<b>Language Standards</b>
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION	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 13: Unit 5 Writing from Pictures, p. 119-128**

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.S. Speaking and Listening Standards**  
L.6.

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION	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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## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 7 - Adopted: 2010**

**STRAND / STANDARD** **NH.CC.W. Writing Standards**  
7.

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**STRAND / STANDARD** **NH.CC.W. Writing Standards**  
7.

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION</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>GRADE LEVEL EXPECTATION</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.

**STRAND / STANDARD** **NH.CC.W. Writing Standards**  
7.

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</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 / STANDARD** **NH.CC.W. Writing Standards**  
7.

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
<b>GRADE LEVEL EXPECTATION</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 / STANDARD** **NH.CC.S L.7. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	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.

EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND / STANDARD**    **NH.CC.S L.7.**    **Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.L. 7.**    **Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STRAND / STANDARD**    **NH.CC.L. 7.**    **Language Standards**

<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND / STANDARD**    **NH.CC.L. 7.**    **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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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## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 8 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>
<b>STANDARD / GLE</b>	<b>8.</b>  <b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>
<b>EXPECTATION</b>	W.8.2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>
<b>STANDARD / GLE</b>	<b>8.</b>  <b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>
<b>EXPECTATION</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>EXPECTATION</b>	W.8.3(e) Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>
<b>STANDARD / GLE</b>	<b>8.</b>  <b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION</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>GRADE LEVEL EXPECTATION</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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>
<b>STANDARD / GLE</b>	<b>8.</b>  <b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>
<b>STANDARD / GLE</b>	<b>8.</b>  <b>Range of Writing</b>

GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.8.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	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 / STANDARD	NH.CC.S L.8.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 8.	<b>Language Standards</b>
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STANDARD / GLE		<b>Conventions of Standard English</b>
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GRADE LEVEL EXPECTATION	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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STRAND / STANDARD	NH.CC.L. 8.	<b>Language Standards</b>
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STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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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**New Hampshire College and Career Ready Standards****Language Arts****Grade 6 - Adopted: 2010****STRAND / STANDARD** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S. **Speaking and Listening Standards**  
L.6.

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STRAND / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**STRAND / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## Language Arts

Grade 7 - Adopted: 2010

**STRAND / STANDARD** NH.CC.W. Writing Standards  
7.

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

EXPECTATION	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.
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EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**STRAND / STANDARD** NH.CC.W. Writing Standards  
7.

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION</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.)

GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD** NH.CC.W. Writing Standards  
7.

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</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 / STANDARD** NH.CC.W. Writing Standards  
7.

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
<b>GRADE LEVEL EXPECTATION</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 / STANDARD** NH.CC.S L.7. Speaking and Listening Standards

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	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.

EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND / STANDARD** NH.CC.S L.7. **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STRAND / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	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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**New Hampshire College and Career Ready Standards**

**Language Arts**

<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>8.</b>	<b>Text Types and Purposes</b>
<b>EXPECTATION</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>
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>8.</b>	<b>Text Types and Purposes</b>
<b>EXPECTATION</b>	<b>W.8.2(b)</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>8.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>W.8.3(c)</b>	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
<b>EXPECTATION</b>	<b>W.8.3(e)</b>	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>8.</b>	<b>Production and Distribution of Writing</b>
<b>EXPECTATION</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>EXPECTATION</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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>8.</b>	<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION</b>	<b>W.8.8.</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 / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>8.</b>	<b>Range of Writing</b>
<b>EXPECTATION</b>	<b>W.8.10.</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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<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>
<b>EXPECTATION</b>	<b>SL.8.1(a)</b>	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>EXPECTATION</b>	<b>SL.8.1(b)</b>	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>EXPECTATION</b>	<b>SL.8.1(c)</b>	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
<b>EXPECTATION</b>	<b>SL.8.1(d)</b>	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**STRAND / STANDARD**      **NH.CCS.L.8.**      **Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.4.</b>	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 / STANDARD</b>	<b>NH.CCL.8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	<b>L.8.1(b)</b>	Form and use verbs in the active and passive voice.
<b>EXPECTATION</b>	<b>L.8.1(d)</b>	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / STANDARD**      **NH.CCL.8.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<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.

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**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 6 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
6.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
6.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
6.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.S L.6. Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STRAND / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**STRAND / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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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**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 7 - Adopted: 2010

**STRAND / STANDARD** NH.CC.W. 7. **Writing Standards**

STANDARD / GLE		<b>Text Types and Purposes</b>
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GRADE LEVEL EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	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.
EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STRAND / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
STANDARD / GLE		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
STANDARD / GLE		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
STANDARD / GLE		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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>New Hampshire College and Career Ready Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2010</b>		
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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**STRAND / STANDARD**    **NH.CC.W. Writing Standards**  
8.

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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.
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EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**STRAND / STANDARD**    **NH.CC.W. Writing Standards**  
8.

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXPECTATION</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.)

GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD**    **NH.CC.W. Writing Standards**  
8.

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</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 / STANDARD**    **NH.CC.W. Writing Standards**  
8.

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
<b>GRADE LEVEL EXPECTATION</b>	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 / STANDARD**    **NH.CC.S. Speaking and Listening Standards**  
L.8.

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD** NH.CC.S L.8. **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	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 16: Unit 6 Summarizing Multiple References, p. 147-156

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

**STRAND / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		Craft and Structure
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		Text Types and Purposes
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND / STANDARD** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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.)	
GRADE LEVEL EXPECTATION	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.	
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 6.</b>	<b>Research to Build and Present Knowledge</b>	
<b>STANDARD / GLE</b>			
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
GRADE LEVEL EXPECTATION	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.	
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 6.</b>	<b>Range of Writing</b>	
<b>STANDARD / GLE</b>			
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.6. Speaking and Listening Standards</b>	<b>Comprehension and Collaboration</b>	
<b>STANDARD / GLE</b>			
GRADE LEVEL EXPECTATION	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.	
EXPECTATION	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.	
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6. Language Standards</b>	<b>Conventions of Standard English</b>	
<b>STANDARD / GLE</b>			

<b>GRADE LEVEL EXPECTATION</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**STRAND / STANDARD**    **NH.CC.RI .7.** **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.RI .7.** **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.W. 7.** **Writing Standards**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / STANDARD</b>		<b>NH.CC.W. 7. Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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STRAND / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
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STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
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STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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STRAND / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 7.	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	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.

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD** **NH.CC.W. Writing Standards 8.**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	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 / STANDARD** **NH.CC.W. Writing Standards 8.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD** **NH.CC.W. Writing Standards 8.**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.S L.8. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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**GRADE LEVEL EXPECTATION**      **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.

**EXPECTATION**      **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.

**EXPECTATION**      **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.

**EXPECTATION**      **SL.8.1(c)**      Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**EXPECTATION**      **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 / STANDARD**      **NH.CC.S L.8. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.L. 8. Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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**GRADE LEVEL EXPECTATION**      **L.8.1.**      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**EXPECTATION**      **L.8.1(b)**      Form and use verbs in the active and passive voice.

**EXPECTATION**      **L.8.1(d)**      Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / STANDARD**      **NH.CC.L. 8. Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</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>
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EXPECTATION	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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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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**

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. Writing Standards	
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / STANDARD	NH.CC.W. Writing Standards	
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. Writing Standards	
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. Writing Standards	
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.6.	Speaking and Listening Standards
STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 7 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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).

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .7.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 7.</b>	<b>Writing Standards</b>

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	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.

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

**STRAND / STANDARD**    **NH.CC.W. Writing Standards**  
7.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD**    **NH.CC.W. Writing Standards**  
7.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.W. Writing Standards**  
7.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.S L.7. Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND / STANDARD** NH.CC.S L.7. **Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	NH.CC.L. 7.	<b>Language Standards</b>

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION L.7.1(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND / STANDARD** NH.CC.L. 7. **Language Standards**

<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

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

**STRAND / STANDARD** NH.CC.L. 7. **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION 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.

EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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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## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .8.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S L.8. **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	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 / STANDARD**    **NH.CC.S L.8.**    **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.L. 8.**    **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / STANDARD**    **NH.CC.L. 8.**    **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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 / STANDARD**    **NH.CC.L. 8.**    **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	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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**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>

<b>STANDARD / GLE</b>			<b>Production and Distribution of Writing</b>			
<b>GRADE LEVEL EXPECTATION</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>GRADE LEVEL EXPECTATION</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.				
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>					
<b>6.</b>	<b>Research to Build and Present Knowledge</b>					
<b>GRADE LEVEL EXPECTATION</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>GRADE LEVEL EXPECTATION</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 / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>					
<b>6.</b>	<b>Range of Writing</b>					
<b>GRADE LEVEL EXPECTATION</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 / STANDARD</b>	<b>NH.CC.S L.6. Speaking and Listening Standards</b>					
<b>6.</b>	<b>Comprehension and Collaboration</b>					
<b>GRADE LEVEL EXPECTATION</b>		<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>EXPECTATION</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>EXPECTATION</b>		<b>SL.6.1(b)</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.				
<b>EXPECTATION</b>		<b>SL.6.1(c)</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.				
<b>EXPECTATION</b>		<b>SL.6.1(d)</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.				
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6. Language Standards</b>					

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**STRAND / STANDARD**    **NH.CC.RI .7.** **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.RI .7.** **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.W. 7.** **Writing Standards**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STRAND / STANDARD</b>		<b>NH.CC.W. 7. Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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.
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S L.7. **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STRAND / STANDARD** NH.CC.S L.7. **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.L. 7. Language Standards**

<b>STANDARD / GLE</b>		Conventions of Standard English
<b>GRADE LEVEL EXPECTATION</b>	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**EXPECTATION**      L.7.1(b)      Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND / STANDARD**      **NH.CC.L. 7. Language Standards**

<b>STANDARD / GLE</b>		Knowledge of Language
<b>GRADE LEVEL EXPECTATION</b>	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

**EXPECTATION**      L.7.3(a)      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / STANDARD**      **NH.CC.L. 7. Language Standards**

<b>STANDARD / GLE</b>		Vocabulary Acquisition and Use
<b>GRADE LEVEL EXPECTATION</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.

**EXPECTATION**      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.

**EXPECTATION**      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 / STANDARD**      **NH.CC.L. 7. Language Standards**

<b>STANDARD / GLE</b>		Vocabulary Acquisition and Use
<b>GRADE LEVEL EXPECTATION</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.

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 8 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.RI .8. Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		Key Ideas and Details
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GRADE LEVEL EXPECTATION	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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**STRAND / STANDARD** NH.CC.RI .8. **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. 8. **Writing Standards**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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>
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EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	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 / STANDARD** NH.CC.W. 8. **Writing Standards**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD** NH.CC.W. 8. **Writing Standards**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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.
EXPECTATION	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 / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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 19: Unit 6 Summarizing Multiple References, p. 183-195

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

**STRAND / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.RI .6. **Reading Standards for Informational Text**

STANDARD / GLE		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		Text Types and Purposes
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND / STANDARD** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 6.	<b>Writing Standards</b>
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STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.6.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / STANDARD	NH.CC.L. 6.	<b>Language Standards</b>
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STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	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 / STANDARD	NH.CC.L. 6.	<b>Language Standards</b>
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STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**STRAND / STANDARD** NH.CC.L. **Language Standards**  
6.

STANDARD / GLE		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**STRAND / STANDARD** NH.CC.L. **Language Standards**  
6.

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

EXPECTATION 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.

EXPECTATION 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 / STANDARD** NH.CC.L. **Language Standards**  
6.

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 7 - Adopted: 2010

**STRAND / STANDARD** NH.CC.RI **Reading Standards for Informational Text**  
.7.

STANDARD / GLE		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION 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 / STANDARD** NH.CC.RI **Reading Standards for Informational Text**  
.7.

STANDARD / GLE		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RI.7.4.	Develop a point of view and�

GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. Writing Standards 7.

STANDARD / GLE		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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>

EXPECTATION	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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EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	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 / STANDARD** NH.CC.W. Writing Standards 7.

STANDARD / GLE		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD** NH.CC.W. Writing Standards 7.

STANDARD / GLE		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. Writing Standards 7.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STRAND / STANDARD	NH.CC.L. 7.	Language Standards
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	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 / STANDARD	NH.CC.L. 7.	Language Standards
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 8 - Adopted: 2010**

STRAND / STANDARD	NH.CC.RI .8.	Reading Standards for Informational Text
STANDARD / GLE		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION	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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STRAND / STANDARD	NH.CC.RI .8.	Reading Standards for Informational Text
STANDARD / GLE		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 8.	Writing Standards
STANDARD / GLE		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S L.8. **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD** NH.CC.S L.8. **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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 / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	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**

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

**STRAND / STANDARD**    **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	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.
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND / STANDARD**    **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD**    **NH.CC.W. Writing Standards**  
6.

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.W. Writing Standards**  
**6.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.S L.6. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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**GRADE LEVEL EXPECTATION**      **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.

**EXPECTATION**      **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.

**EXPECTATION**      **SL.6.1(b)**      Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**EXPECTATION**      **SL.6.1(c)**      Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**EXPECTATION**      **SL.6.1(d)**      Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / STANDARD**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
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**GRADE LEVEL EXPECTATION**      **L.6.1.**      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**EXPECTATION**      **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 / STANDARD**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
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**GRADE LEVEL EXPECTATION**      **L.6.3.**      Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**EXPECTATION**      **L.6.3(a)**      Vary sentence patterns for meaning, reader/ listener interest, and style.

**STRAND / STANDARD**      **NH.CC.L. 6. Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 7 - Adopted: 2010**

STRAND / STANDARD	NH.CC.W. Writing Standards 7.	
STANDARD / GLE		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD	NH.CC.W. Writing Standards 7.	<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. Writing Standards 7.	<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
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STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

STRAND / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 7.	<b>Language Standards</b>
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STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STRAND / STANDARD	NH.CC.L. 7.	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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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## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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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EXPECTATION	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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EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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STRAND / STANDARD	NH.CC.W. 8.	<b>Writing Standards</b>
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STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 8.	<b>Writing Standards</b>
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STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.8.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	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 / STANDARD	NH.CC.S L.8.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 8.	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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 21: Unit 7 Inventive Writing, p. 203-212

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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EXPECTATION	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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EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION 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 / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**STRAND / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION 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.

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 7 - Adopted: 2010

**STRAND / STANDARD** NH.CC.W. 7. **Writing Standards**

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.

EXPECTATION 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.

EXPECTATION W.7.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION W.7.2(c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION W.7.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION W.7.2(f) Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / STANDARD** NH.CC.W. 7. **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards 7.</b>	
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. Writing Standards 7.</b>	
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.7. Speaking and Listening Standards</b>	
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.7. Speaking and Listening Standards</b>	
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.L. 7.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION      L.7.1(b)      Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND / STANDARD**      **NH.CC.L. 7.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

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

**STRAND / STANDARD**      **NH.CC.L. 7.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 8 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.W. 8.**      **Writing Standards**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION      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.

EXPECTATION      W.8.2(b)      Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION      W.8.2(c)      Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION      W.8.2(d)      Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
8.

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S. **Speaking and Listening Standards**  
L.8.

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	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 / STANDARD	NH.CC.S. L.8.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 8.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD	NH.CC.L. 8.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 22: Unit 7 Inventive Writing, p. 213-220		
New Hampshire College and Career Ready Standards		
Language Arts		
Grade 6 - Adopted: 2010		
STRAND / STANDARD	NH.CC.W. 6.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
6.

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S L.6. **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STRAND / STANDARD**      **NH.CC.L. 6. Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 7 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.W. 7. Writing Standards**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S. **Speaking and Listening Standards**  
L.7.

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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

**STRAND / STANDARD** NH.CC.S L.7. **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION 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 / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.7.1(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

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

**STRAND / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION 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.

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 8 - Adopted: 2010**

**STRAND / STANDARD** NH.CC.W. 8. **Writing Standards**

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards 8.**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards 8.**

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.W. Writing Standards 8.**

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.S L.8. Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD** NH.CC.S L.8. **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / STANDARD** NH.CC.L. 8. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	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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**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

**STRAND / STANDARD** NH.CC.W. 6. **Writing Standards**

STANDARD / GLE		Text Types and Purposes
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GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD** NH.CC.L. 6. **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / STANDARD	NH.CC.L. 6.	<b>Language Standards</b>

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 7 - Adopted: 2010

**STRAND / STANDARD** NH.CC.W. 7. **Writing Standards**

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.

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

**STRAND / STANDARD** NH.CC.W. Writing Standards 7.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD** NH.CC.W. Writing Standards 7.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. Writing Standards 7.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S L.7. Speaking and Listening Standards

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND / STANDARD** NH.CC.S L.7. **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STRAND / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	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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**New Hampshire College and Career Ready Standards**

**Language Arts**

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.8.	Speaking and Listening Standards
STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD	NH.CC.S L.8.	Speaking and Listening Standards
STANDARD / GLE		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 8.	Language Standards
STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD	NH.CC.L. 8.	Language Standards
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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 24: Unit 8 Formal Essay Models, p. 229-240

## Language Arts

### Grade 6 - Adopted: 2010

STRAND / STANDARD	NH.CC.W. Writing Standards	
	6.	
STANDARD / GLE	Text Types and Purposes	
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / STANDARD	NH.CC.W. Writing Standards	
	6.	
STANDARD / GLE	Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. Writing Standards	
	6.	
STANDARD / GLE	Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. Writing Standards	
	6.	
STANDARD / GLE	Range of Writing	

GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.6.	<b>Speaking and Listening Standards</b>
STANDARD / GLE		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STRAND / STANDARD	NH.CC.L. 6.	<b>Language Standards</b>
STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD	NH.CC.L. 6.	<b>Language Standards</b>
STANDARD / GLE		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / STANDARD	NH.CC.L. 6.	<b>Language Standards</b>
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

# New Hampshire College and Career Ready Standards

## Language Arts

Grade 7 - Adopted: 2010

STRAND / STANDARD	NH.CC.W. Writing Standards
STANDARD / GLE	Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.
EXPECTATION	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.
EXPECTATION	W.7.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD	NH.CC.W. Writing Standards
STANDARD / GLE	Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. Writing Standards
STANDARD / GLE	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. Writing Standards
STANDARD / GLE	Range of Writing

GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**7.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</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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## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

<b>EXPECTATION</b>	<b>W.8.2(a)</b>	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.
<b>EXPECTATION</b>	<b>W.8.2(b)</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>EXPECTATION</b>	<b>W.8.2(c)</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>EXPECTATION</b>	<b>W.8.2(d)</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	<b>W.8.2(f)</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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<b>GRADE LEVEL EXPECTATION</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>GRADE LEVEL EXPECTATION</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.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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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**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .6.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**6.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**6.**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.W. Writing Standards**  
**6.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.S L.6. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / STANDARD	NH.CC.L. 6.	Language Standards
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 7 - Adopted: 2010**

STRAND / STANDARD	NH.CC.W. 7.	Writing Standards
STANDARD / GLE		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S. **Speaking and Listening Standards**  
L.7.

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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>New Hampshire College and Career Ready Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2010</b>		
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / STANDARD**    **NH.CC.W. Writing Standards 8.**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.

**STRAND / STANDARD**    **NH.CC.W. Writing Standards 8.**

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.W. Writing Standards 8.**

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.S L.8. Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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<b>GRADE LEVEL EXPECTATION</b>	<b>SL.8.1.</b>	<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>
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD**    **NH.CC.S L.8.**    **Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD**    **NH.CC.L. 8.**    **Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / STANDARD**    **NH.CC.L. 8.**    **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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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**New Hampshire College and Career Ready Standards**

**Language Arts**

STRAND / STANDARD	NH.CC.W. Writing Standards 6.	
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
STRAND / STANDARD	NH.CC.W. Writing Standards 6.	
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. Writing Standards 6.	
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. Writing Standards 6.	
STANDARD / GLE		Range of Writing

GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CCS.L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / STANDARD</b>	<b>NH.CCL.6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CCL.6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STRAND / STANDARD</b>	<b>NH.CCL.6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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.

# New Hampshire College and Career Ready Standards

## Language Arts

Grade 7 - Adopted: 2010

STRAND / STANDARD	NH.CC.W. Writing Standards
STANDARD / GLE	Text Types and Purposes
GRADE LEVEL EXPECTATION	W.7.2.
EXPECTATION	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.
EXPECTATION	W.7.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
STRAND / STANDARD	NH.CC.W. Writing Standards
STANDARD / GLE	Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. Writing Standards
STANDARD / GLE	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. Writing Standards
STANDARD / GLE	Range of Writing

GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STRAND / STANDARD**      **NH.CC.L. Language Standards**  
**7.**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</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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## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

<b>EXPECTATION</b>	<b>W.8.2(a)</b>	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.
<b>EXPECTATION</b>	<b>W.8.2(b)</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>EXPECTATION</b>	<b>W.8.2(c)</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>EXPECTATION</b>	<b>W.8.2(d)</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	<b>W.8.2(f)</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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<b>GRADE LEVEL EXPECTATION</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>GRADE LEVEL EXPECTATION</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.

**STRAND / STANDARD**      **NH.CC.W. Writing Standards**  
**8.**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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**

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R. L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.R. L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.R. L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	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.
EXPECTATION	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.

EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STRAND / STANDARD**    **NH.CC.L. 6.**    **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD**    **NH.CC.L. 6.**    **Language Standards**

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
STANDARD / GLE		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	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.
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EXPECTATION	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.
EXPECTATION	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 / STANDARD**    **NH.CC.L. 6.**    **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

## Language Arts

### Grade 7 - Adopted: 2010

STRAND / STANDARD	NH.CC.R L.7.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STRAND / STANDARD	NH.CC.R L.7.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD	NH.CC.W. 7.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD	NH.CC.W. 7.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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 / STANDARD**      **NH.CC.W. Writing Standards**  
**7.**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.S L.7. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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**GRADE LEVEL EXPECTATION**      **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.

**EXPECTATION**      **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.

**EXPECTATION**      **SL.7.1(b)**      Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**EXPECTATION**      **SL.7.1(c)**      Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**EXPECTATION**      **SL.7.1(d)**      Acknowledge new information expressed by others and, when warranted, modify their own views.

**STRAND / STANDARD**      **NH.CC.S L.7. Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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**GRADE LEVEL EXPECTATION**      **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 / STANDARD**      **NH.CC.L. 7. Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

**EXPECTATION**      **L.7.1(b)**      Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**STRAND / STANDARD**      **NH.CC.L. 7. Language Standards**

<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STRAND / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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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EXPECTATION	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 / STANDARD** NH.CC.L. 7. **Language Standards**

STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.

## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 8 - Adopted: 2010**

**STRAND / STANDARD** NH.CC.R L.8. **Reading Standards for Literature**

STANDARD / GLE		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.R L.8. **Reading Standards for Literature**

STANDARD / GLE		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**STRAND / STANDARD** NH.CC.R L.8. **Reading Standards for Literature**

STANDARD / GLE		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>8.</b>	
<b>EXPECTATION</b>	<b>W.8.2.</b>	<b>Text Types and Purposes</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>
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>8.</b>	<b>Production and Distribution of Writing</b>
<b>EXPECTATION</b>	<b>W.8.4.</b>	<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>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.8.5.</b>	<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.</b>
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>8.</b>	<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION</b>	<b>W.8.7.</b>	<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.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.8.8.</b>	<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>
<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>8.</b>	<b>Range of Writing</b>
<b>EXPECTATION</b>	<b>W.8.10.</b>	<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>
<b>STRAND / STANDARD</b>	<b>NH.CC.S. Speaking and Listening Standards</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.</b>	<b>Comprehension and Collaboration</b>
<b>EXPECTATION</b>	<b>SL.8.1.</b>	<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>

EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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>
EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION	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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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.

EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXPECTATION</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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EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXPECTATION</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</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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## **New Hampshire College and Career Ready Standards**

### **Language Arts**

**Grade 7 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R. L.7.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</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 / STANDARD</b>	<b>NH.CC.R. L.7.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>GRADE LEVEL EXPECTATION</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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 7.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	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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EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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**STRAND / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.W. **Writing Standards**  
7.

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.S. **Speaking and Listening Standards**  
L.7.

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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<b>STRAND / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXPECTATION</b>	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

<b>EXPECTATION</b>	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

<b>EXPECTATION</b>	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</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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## **New Hampshire College and Career Ready Standards**

### **Language Arts**

#### **Grade 8 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>GRADE LEVEL EXPECTATION</b>	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>

GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	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.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	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 / STANDARD** NH.CC.S L.8. **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD** NH.CC.L.8. **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

**STRAND / STANDARD** NH.CC.L.8. **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	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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**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

**STRAND / STANDARD** NH.CC.R L.6. **Reading Standards for Literature**

STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.6.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</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>
EXPECTATION	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.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>

<b>GRADE LEVEL EXPECTATION</b>	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION L.6.3(a) Vary sentence patterns for meaning, reader/ listener interest, and style.

<b>STRAND / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</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.
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EXPECTATION 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.

EXPECTATION 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 / STANDARD</b>	<b>NH.CC.L. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION 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.

## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 7 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R. L.7.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION 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.

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

<b>STRAND / STANDARD</b>	<b>NH.CC.R. L.7.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION 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 / STANDARD</b>	<b>NH.CC.W. 7.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>
	<b>7.</b>

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	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.)

GRADE LEVEL EXPECTATION	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.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>
	<b>7.</b>

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. Writing Standards</b>
	<b>7.</b>

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.

EXPECTATION	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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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.7.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION	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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## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 8 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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<b>STRAND / STANDARD</b>	<b>NH.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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STRAND / STANDARD	NH.CC.W. 8.	<b>Writing Standards</b>
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STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 8.	<b>Writing Standards</b>
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STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.8.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	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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EXPECTATION	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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EXPECTATION	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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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	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 / STANDARD	NH.CC.S L.8.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 8.	Language Standards
STANDARD / GLE		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
STRAND / STANDARD	NH.CC.L. 8.	Language Standards
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	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 / STANDARD	NH.CC.L. 8.	Language Standards
STANDARD / GLE		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 6 - Adopted: 2010

STRAND / STANDARD	NH.CC.R L.6.	Reading Standards for Literature
STANDARD / GLE		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.R L.6.	Reading Standards for Literature

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION 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 / STANDARD</b>	<b>NH.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION 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 / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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>
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EXPECTATION W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION 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.)

GRADE LEVEL EXPECTATION 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.

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

GRADE LEVEL EXPECTATION 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.

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 6.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CCS L.6.</b>	<b>Speaking and Listening Standards</b>
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<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</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>

EXPECTATION	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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EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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<b>STRAND / STANDARD</b>	<b>NH.CCL. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CCL. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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<b>STRAND / STANDARD</b>	<b>NH.CCL. 6.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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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## New Hampshire College and Career Ready Standards

### Language Arts

**Grade 7 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R</b> L.7.	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD</b>	<b>NH.CC.R</b> L.7.	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W.</b> 7.	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	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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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W.</b> 7.	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W.</b> 7.	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.W. 7.	<b>Writing Standards</b>
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STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

STRAND / STANDARD	NH.CC.S L.7.	<b>Speaking and Listening Standards</b>
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STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD	NH.CC.L. 7.	<b>Language Standards</b>
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STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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STRAND / STANDARD	NH.CC.L. 7.	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 7.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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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## **New Hampshire College and Career Ready Standards**

### **Language Arts**

#### **Grade 8 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R. L.8.</b>	<b>Reading Standards for Literature</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	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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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</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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EXPECTATION	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 / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
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<b>Research to Build and Present Knowledge</b>		
<b>GRADE LEVEL EXPECTATION</b>	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.
<b>GRADE LEVEL EXPECTATION</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.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 8.</b>	<b>Writing Standards</b>
<b>Range of Writing</b>		
<b>GRADE LEVEL EXPECTATION</b>	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>Comprehension and Collaboration</b>		
<b>GRADE LEVEL EXPECTATION</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>
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
<b>EXPECTATION</b>	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 / STANDARD</b>	<b>NH.CC.S L.8.</b>	<b>Speaking and Listening Standards</b>
<b>Presentation of Knowledge and Ideas</b>		
<b>GRADE LEVEL EXPECTATION</b>	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 / STANDARD</b>	<b>NH.CC.L. 8.</b>	<b>Language Standards</b>
<b>Conventions of Standard English</b>		

<b>GRADE LEVEL EXPECTATION</b>	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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**STRAND / STANDARD**    **NH.CC.L. 8.**    **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	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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