

# Main Criteria: Ancient History-Based Writing Lessons

## Secondary Criteria: Nevada Academic Content Standards

### Subject: Language Arts

Grades: 6, 7, 8

### Ancient History-Based Writing Lessons

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

## Nevada Academic Content Standards

### Language Arts

Grade 6 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STRAND / INDICATOR

#### Key Ideas and Details

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STRAND / INDICATOR

#### Craft and Structure

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STRAND / INDICATOR

#### Integration of Knowledge and Ideas

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STRAND / INDICATOR

#### Range of reading and Level of text Complexity

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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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## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

INDICATOR /  
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).

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
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.)

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

SL.7.1.b.

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

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.



INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	

STRAND / INDICATOR		Craft and Structure
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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /  
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.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /  
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.

GRADE LEVEL  
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.

GRADE LEVEL  
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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /  
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 02: Unit 2 Writing from Notes, p. 7-26

**Nevada Academic Content Standards****Language Arts**

Grade 6 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

INDICATOR /  
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.

INDICATOR /  
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).

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / 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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GRADE LEVEL  
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.

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

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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").

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.



GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.

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

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

#### CONTENT STANDARD

#### Writing Standards

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

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

**CONTENT  
STANDARD****Reading Standards for Informational Text**

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

INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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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**Nevada Academic Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.

INDICATOR / 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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INDICATOR / 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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#### CONTENT STANDARD

#### Reading Standards for Informational Text

STRAND / INDICATOR		Craft and Structure
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INDICATOR / 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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#### CONTENT STANDARD

#### Reading Standards for Informational Text

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

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

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

GRADE LEVEL 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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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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.
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GRADE LEVEL 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).
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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

INDICATOR /  
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).

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / 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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GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

W.7.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL  
EXPECTATION

W.7.2.c.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE LEVEL  
EXPECTATION

W.7.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.7.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

#### CONTENT STANDARD

#### Language Standards

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

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.
GRADE LEVEL 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.

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

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

#### CONTENT STANDARD

#### Language Standards

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

GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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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GRADE LEVEL 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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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

# Nevada Academic Content Standards

## Language Arts

Grade 6 - Adopted: 2010

### CONTENT STANDARD

### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### CONTENT STANDARD

### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### CONTENT STANDARD

### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

### CONTENT STANDARD

### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

### CONTENT STANDARD

### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>



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

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.6.</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>

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 1.</b>	<b>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 2.</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 3.</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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).

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD**

**Writing Standards**

STRAND / INDICATOR		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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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**CONTENT  
STANDARD**

**Writing Standards**

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

**Writing Standards**

STRAND / INDICATOR		<b>Range of Writing</b>
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INDICATOR / 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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**CONTENT  
STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		<b>Comprehension and Collaboration</b>
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INDICATOR / 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>
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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

#### STRAND / INDICATOR

#### Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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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GRADE LEVEL 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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**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / 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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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
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INDICATOR / 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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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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>
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GRADE LEVEL 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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GRADE LEVEL 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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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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**Nevada Academic Content Standards**

**Language Arts**

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Key Ideas and Details**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Craft and Structure**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Integration of Knowledge and Ideas**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Range of reading and Level of text Complexity**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Text Types and Purposes\***INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
1.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	

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

INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>



INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>		
<b>Reading Standards for Literature</b>		
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>		
<b>Reading Standards for Literature</b>		
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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>CONTENT STANDARD</b>		
<b>Writing Standards</b>		
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD</b>		
<b>Writing Standards</b>		
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>		
<b>Writing Standards</b>		

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /  
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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
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.

GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

SL.7.1.b.

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

GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

SL.7.1.d.

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

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /  
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.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Knowledge of Language
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

L.7.3.

Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL  
EXPECTATION

L.7.3.a.

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

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**Nevada Academic Content Standards****Language Arts**

Grade 8 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
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.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / 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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GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

W.8.2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL  
EXPECTATION

W.8.2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

## Language Arts

Grade 6 - Adopted: 2010

CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT  
STANDARD

## College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>



INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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).
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b> <b>Reading Standards for Literature</b>		
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b> <b>Reading Standards for Literature</b>		
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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>CONTENT STANDARD</b> <b>Writing Standards</b>		
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD</b> <b>Writing Standards</b>		
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b> <b>Writing Standards</b>		

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**Nevada Academic Content Standards****Language Arts**

Grade 8 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONTENT STANDARD	Writing Standards	
STRAND / INDICATOR		Range of Writing

INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 07: Unit 3 Retelling Narrative Stories, p. 61-70

## Nevada Academic Content Standards

### Language Arts

#### Grade 6 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>

INDICATOR / 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>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>



GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

#### CONTENT STANDARD

#### Language Standards

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

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.

INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.



**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

#### CONTENT STANDARD

#### Language Standards

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

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

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL 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).

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 08: Unit 3 Retelling Narrative Stories, p. 71-80

## Nevada Academic Content Standards

### Language Arts

Grade 6 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.



GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

#### CONTENT STANDARD

#### Language Standards

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

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.

INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.



**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

**CONTENT STANDARD**

**Language Standards**

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

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

**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL 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).

**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

**Nevada Academic Content Standards**

**Language Arts**

Grade 6 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>

INDICATOR / 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>CONTENT STANDARD</b>		
<b>Writing Standards</b>		
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>		
<b>Writing Standards</b>		
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>		
<b>Writing Standards</b>		
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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>CONTENT STANDARD</b>		
<b>Writing Standards</b>		



STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

## CONTENT STANDARD

### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

## CONTENT STANDARD

### Language Standards

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

## CONTENT STANDARD

### Language Standards

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / 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>

GRADE LEVEL 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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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## **Nevada Academic Content Standards**

### **Language Arts**

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.

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

INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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").
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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.

**CONTENT  
STANDARD****Language Standards**

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

GRADE LEVEL  
EXPECTATION

L.7.3.a.

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

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL  
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.

GRADE LEVEL  
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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /  
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.

**Nevada Academic Content Standards****Language Arts**

Grade 8 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Craft and Structure**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Integration of Knowledge and Ideas**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Range of reading and Level of text Complexity**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Text Types and Purposes\***INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Production and Distribution of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Research to Build and Present Knowledge**



INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR /  
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.

GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

W.8.2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL  
EXPECTATION

W.8.2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE LEVEL  
EXPECTATION

W.8.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.8.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

**Nevada Academic Content Standards****Language Arts**

Grade 6 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	



STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### CONTENT STANDARD

#### Language Standards

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

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

#### CONTENT STANDARD

#### Language Standards

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

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

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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.
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GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

INDICATOR /  
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).

**CONTENT  
STANDARD****Reading Standards for Informational Text**

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

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

GRADE LEVEL  
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").

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

SL.7.1.b.

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

GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

SL.7.1.d.

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

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /  
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.

#### CONTENT STANDARD

#### Language Standards

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

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

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
GRADE LEVEL EXPECTATION	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.6.</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>

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 1.</b>	<b>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 2.</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	



STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / 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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GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

W.8.2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL  
EXPECTATION

W.8.2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE LEVEL  
EXPECTATION

W.8.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.8.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.8.5.b.	Use the relationship between particular words to better understand each of the words.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

**Nevada Academic Content Standards****Language Arts**

Grade 6 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>

INDICATOR / 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>CONTENT STANDARD</b>		
<b>Writing Standards</b>		
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>		
<b>Writing Standards</b>		
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>		
<b>Writing Standards</b>		
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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>CONTENT STANDARD</b>		
<b>Writing Standards</b>		



STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

## CONTENT STANDARD

### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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.

## CONTENT STANDARD

### Language Standards

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

## CONTENT STANDARD

### Language Standards

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / 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>

GRADE LEVEL 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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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**Nevada Academic Content Standards**

**Language Arts**

**Grade 7 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.

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

INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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").
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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.

**CONTENT  
STANDARD****Language Standards**

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

GRADE LEVEL  
EXPECTATION

L.7.1.b.

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

**CONTENT  
STANDARD****Language Standards**

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

GRADE LEVEL  
EXPECTATION

L.7.3.a.

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

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL  
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.

GRADE LEVEL  
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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**Nevada Academic Content Standards****Language Arts**

Grade 8 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>



INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

# Nevada Academic Content Standards

## Language Arts

Grade 6 - Adopted: 2010

### CONTENT STANDARD

### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### CONTENT STANDARD

### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### CONTENT STANDARD

### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

### CONTENT STANDARD

### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

### CONTENT STANDARD

### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.



GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>

GRADE LEVEL EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.6.</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>

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 1.</b>	<b>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.R. 2.</b>	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

INDICATOR /  
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).

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

W.7.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL  
EXPECTATION

W.7.2.c.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE LEVEL  
EXPECTATION

W.7.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.7.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

#### CONTENT STANDARD

#### Language Standards

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

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

**CONTENT  
STANDARD****Language Standards****STRAND /  
INDICATOR****Vocabulary Acquisition and Use**INDICATOR /  
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.

**Nevada Academic Content Standards****Language Arts**

Grade 8 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Key Ideas and Details**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Craft and Structure**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Integration of Knowledge and Ideas**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Range of reading and Level of text Complexity**



INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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 13: Unit 5 Writing from Pictures, p. 119-128

**Nevada Academic Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR /  
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.

GRADE LEVEL  
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.

GRADE LEVEL  
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.

GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>

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

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**Nevada Academic Content Standards****Language Arts**

Grade 8 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 14: Unit 5 Writing from Pictures, p. 129-138

## Nevada Academic Content Standards

### Language Arts

Grade 6 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	



<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
GRADE LEVEL EXPECTATION	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>

INDICATOR / GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD	Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR /  
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.

GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

W.7.3.e.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / 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.
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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
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.**

GRADE LEVEL  
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.

GRADE LEVEL  
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.

GRADE LEVEL  
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.

GRADE LEVEL  
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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR /  
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.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

L.8.1.

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

GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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 15: Unit 5 Writing from Pictures, p. 139-146

**Nevada Academic Content Standards**

**Language Arts**

Grade 6 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.
GRADE LEVEL 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.

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

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### CONTENT STANDARD

#### Language Standards

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>

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

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>

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

**Language Standards**

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

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / 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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**Nevada Academic Content Standards**

**Language Arts**

**Grade 7 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.



**CONTENT  
STANDARD****Language Standards****STRAND /  
INDICATOR****Vocabulary Acquisition and Use**INDICATOR /  
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.

**Nevada Academic Content Standards****Language Arts**

Grade 8 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Text Types and Purposes\***INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Production and Distribution of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Range of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening****STRAND /  
INDICATOR****Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 16: Unit 6 Summarizing Multiple References, p. 147-156

## Nevada Academic Content Standards

### Language Arts

Grade 6 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
STRAND / INDICATOR		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
STRAND / INDICATOR		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
STRAND / INDICATOR		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
STRAND / INDICATOR		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
STRAND / INDICATOR		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>

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



**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR /  
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.

GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

SL.6.1.b.

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

GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

SL.6.1.d.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

L.6.1.

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

GRADE LEVEL  
EXPECTATION

L.6.1.d.

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

GRADE LEVEL  
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.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

L.6.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL  
EXPECTATION

L.6.2.a.

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

**CONTENT  
STANDARD****Language Standards**

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

GRADE LEVEL  
EXPECTATION

L.6.3.a.

Vary sentence patterns for meaning, reader/ listener interest, and style.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL  
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.

GRADE LEVEL  
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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**Nevada Academic Content Standards****Language Arts**

Grade 7 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Craft and Structure**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Integration of Knowledge and Ideas**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Range of reading and Level of text Complexity**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Text Types and Purposes\***INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Production and Distribution of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

INDICATOR /  
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).

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / 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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GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

W.7.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL  
EXPECTATION

W.7.2.c.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE LEVEL  
EXPECTATION

W.7.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.7.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**CONTENT  
STANDARD****Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>		<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>		<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**



STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

## Language Arts

Grade 6 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Key Ideas and Details**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Craft and Structure**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Integration of Knowledge and Ideas**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Range of reading and Level of text Complexity**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Text Types and Purposes\***

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

INDICATOR /  
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.

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



INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**Language Standards**

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

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

**Language Standards**

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

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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.
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GRADE LEVEL 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).
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**Nevada Academic Content Standards**

**Language Arts**

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	<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>
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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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## Nevada Academic Content Standards

### Language Arts

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND / INDICATOR****Key Ideas and Details**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND / INDICATOR****Craft and Structure**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND / INDICATOR****Integration of Knowledge and Ideas**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND / INDICATOR****Range of reading and Level of text Complexity**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND / INDICATOR****Text Types and Purposes\***INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).



**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / 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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GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

W.6.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL  
EXPECTATION

W.6.2.c.

Use appropriate transitions to clarify the relationships among ideas and concepts.

GRADE LEVEL  
EXPECTATION

W.6.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.6.2.f.

Provide a concluding statement or section that follows from the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
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.)

INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / 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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GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.6.</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>

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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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**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / 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.
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INDICATOR / 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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**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

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

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.



**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**Nevada Academic Content Standards****Language Arts****Grade 8 - Adopted: 2010****CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>		<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>		<b>Reading Standards for Informational Text</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>		<b>Reading Standards for Informational Text</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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

## Nevada Academic Content Standards

### Language Arts

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Key Ideas and Details**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Craft and Structure**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Integration of Knowledge and Ideas**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Range of reading and Level of text Complexity**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Text Types and Purposes\***INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**



STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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).

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
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

**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / 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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GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

W.6.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL  
EXPECTATION

W.6.2.c.

Use appropriate transitions to clarify the relationships among ideas and concepts.

GRADE LEVEL  
EXPECTATION

W.6.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.6.2.f.

Provide a concluding statement or section that follows from the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
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.)

INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / 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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GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.6.</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>

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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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**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / 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.
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INDICATOR / 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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**CONTENT  
STANDARD****Reading Standards for Informational Text**

STRAND / INDICATOR		Craft and Structure
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

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

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**Nevada Academic Content Standards****Language Arts****Grade 8 - Adopted: 2010****CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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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## Nevada Academic Content Standards

### Language Arts

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Text Types and Purposes\***INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Production and Distribution of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Range of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening****STRAND /  
INDICATOR****Comprehension and Collaboration**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language****STRAND /  
INDICATOR****Vocabulary acquisition and Use**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]****STRAND /  
INDICATOR****Production and Distribution of Writing**



INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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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#### CONTENT STANDARD

#### Speaking and Listening Standards



STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

## CONTENT STANDARD

### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 21: Unit 7 Inventive Writing, p. 203-212

## Language Arts

Grade 6 - Adopted: 2010

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### CONTENT STANDARD

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
STRAND / INDICATOR		Production and Distribution of Writing



INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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#### CONTENT STANDARD

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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#### CONTENT STANDARD

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

## CONTENT STANDARD

### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / 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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## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
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GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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 22: Unit 7 Inventive Writing, p. 213-220

## Language Arts

Grade 6 - Adopted: 2010

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### CONTENT STANDARD

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.



**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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#### CONTENT STANDARD

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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#### CONTENT STANDARD

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

## CONTENT STANDARD

### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 23: Unit 7 Inventive Writing, p. 221-228

## Language Arts

Grade 6 - Adopted: 2010

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### CONTENT STANDARD

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>



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

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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#### CONTENT STANDARD

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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#### CONTENT STANDARD

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
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INDICATOR / 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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#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

## CONTENT STANDARD

### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)

INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b> <b>Language Standards</b>		
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.

<b>CONTENT STANDARD</b> <b>Language Standards</b>		
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
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<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>

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

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

## CONTENT STANDARD

### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / 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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## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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## CONTENT STANDARD

### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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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## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.



**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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 25: Unit 8 Formal Essay Models, p. 241-252

## Nevada Academic Content Standards

### Language Arts

Grade 6 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Informational Text</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.6.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.

GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
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<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.6.</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>

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / 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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GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

W.7.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL  
EXPECTATION

W.7.2.c.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

GRADE LEVEL  
EXPECTATION

W.7.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.7.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
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.)

INDICATOR /  
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.



**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

**CONTENT  
STANDARD****Language Standards**

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

GRADE LEVEL  
EXPECTATION

L.7.1.b.

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

**CONTENT  
STANDARD****Language Standards**

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

GRADE LEVEL  
EXPECTATION

L.7.3.a.

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

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**Nevada Academic Content Standards****Language Arts**

Grade 8 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>		<b>Writing Standards</b>
STRAND / INDICATOR		Range of Writing
INDICATOR / 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>CONTENT STANDARD</b>		<b>Speaking and Listening Standards</b>
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>		<b>Speaking and Listening Standards</b>
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 26: Unit 8 Formal Essay Models, p. 253-258

## Nevada Academic Content Standards

### Language Arts

Grade 6 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.

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

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

#### CONTENT STANDARD

#### Writing Standards

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

#### CONTENT STANDARD

#### Writing Standards

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

#### CONTENT STANDARD

#### Speaking and Listening Standards



STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### CONTENT STANDARD

#### Language Standards

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

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

#### CONTENT STANDARD

#### Language Standards

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

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / 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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## Nevada Academic Content Standards

### Language Arts

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Text Types and Purposes\***INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Production and Distribution of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Research to Build and Present Knowledge**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Range of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening****STRAND /  
INDICATOR****Comprehension and Collaboration**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.S  
L.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language****STRAND /  
INDICATOR****Vocabulary acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD**

**Writing Standards**

STRAND / INDICATOR		<b>Research to Build and Present Knowledge</b>
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INDICATOR / 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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**CONTENT  
STANDARD**

**Writing Standards**

STRAND / INDICATOR		<b>Range of Writing</b>
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INDICATOR / 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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**CONTENT  
STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		<b>Comprehension and Collaboration</b>
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INDICATOR / 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>
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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**CONTENT  
STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>

GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.7.6.</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>

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>CCRA.W. 2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

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

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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.)
INDICATOR / 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.

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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INDICATOR / 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>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>		<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.



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

# Nevada Academic Content Standards

## Language Arts

Grade 6 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.

INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

INDICATOR / GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	

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

GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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.
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GRADE LEVEL 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).
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#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**CONTENT  
STANDARD****Language Standards**

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

GRADE LEVEL  
EXPECTATION

L.7.3.a.

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

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL  
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.

GRADE LEVEL  
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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**Nevada Academic Content Standards****Language Arts**

Grade 8 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Craft and Structure**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Integration of Knowledge and Ideas**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading****STRAND /  
INDICATOR****Range of reading and Level of text Complexity**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Text Types and Purposes\***INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Production and Distribution of Writing**INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing****STRAND /  
INDICATOR****Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical  
Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Craft and Structure
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INDICATOR /  
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.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL  
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.

GRADE LEVEL  
EXPECTATION

W.8.2.b.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

GRADE LEVEL  
EXPECTATION

W.8.2.c.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.



# Nevada Academic Content Standards

## Language Arts

Grade 6 - Adopted: 2010

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)

INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.

<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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).

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /  
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.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.

GRADE LEVEL  
EXPECTATION

W.7.2.b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / 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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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / 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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**CONTENT  
STANDARD****Writing Standards**

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

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL 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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GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**CONTENT  
STANDARD****Speaking and Listening Standards**



STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>		<b>Language Standards</b>
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

#### CONTENT STANDARD College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.8.1.b.	Form and use verbs in the active and passive voice.
GRADE LEVEL EXPECTATION	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

#### CONTENT STANDARD

#### Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 29: Unit 9 Formal Critique and Response to Literature, p. 273-282

## Nevada Academic Content Standards

### Language Arts

Grade 6 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>



INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b> <b>Language Standards</b>		
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b> <b>Language Standards</b>		
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b> <b>Language Standards</b>		
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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).

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

**Nevada Academic Content Standards****Language Arts**

Grade 7 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6-8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

## CONTENT STANDARD

## Speaking and Listening Standards

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / 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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## CONTENT STANDARD

## Language Standards

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

GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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## CONTENT STANDARD

## Language Standards

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

GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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## CONTENT STANDARD

## Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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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GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
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STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONCCRA.L.  
6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CONTENT  
STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.6-  
8.10.

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

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR /  
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.

**CONTENT  
STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Craft and Structure
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INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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.

INDICATOR / 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>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>		<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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

**Nevada Academic Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT STANDARD</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.R.  
10.

Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR /  
GRADE LEVEL  
EXPECTATION

CCRA.W.  
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 tasks, purposes, and audiences.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Speaking and Listening Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>



<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
GRADE LEVEL 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>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
GRADE LEVEL EXPECTATION	L.6.3.a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>CONTENT STANDARD</b>	<b>Language Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 7 - Adopted: 2010

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>

INDICATOR / 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>CONTENT STANDARD</b>	<b>Reading Standards for Literature</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
INDICATOR / 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.
GRADE LEVEL EXPECTATION	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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>CONTENT STANDARD</b>	<b>Writing Standards</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**CONTENT  
STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**CONTENT  
STANDARD****Language Standards**

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

**CONTENT  
STANDARD****Language Standards**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.

## Nevada Academic Content Standards

### Language Arts

Grade 8 - Adopted: 2010

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### CONTENT STANDARD

#### College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 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 tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S. L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>CONTENT STANDARD</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>

INDICATOR / GRADE LEVEL EXPECTATION	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection 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>CONTENT STANDARD</b>		<b>Reading Standards for Literature</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATOR / 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.
<b>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GRADE LEVEL EXPECTATION	W.8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / 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.)
INDICATOR / 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>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / 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.



INDICATOR / 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>CONTENT STANDARD</b>		<b>Writing Standards</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / 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>CONTENT STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / 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>
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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>CONTENT STANDARD</b>		<b>Speaking and Listening Standards</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / 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>CONTENT STANDARD</b>		<b>Language Standards</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / 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>
GRADE LEVEL EXPECTATION	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

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